University News.

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UNIVERSITY NEWS

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Speaking about ourselves...

A bewildering range of periodical literature is currently published, making competing demands on the reader's time and attention. Any addition, therefore, especially in the present emergency, must justify its need and urgency. Viewed in this context, *University News* has, indeed, a purpose to fulfil *right now* and in future, that is, to be a medium of communication among the universities in India, various constituent and affiliated colleges, and other institutions of higher education and research in the country—a purpose which is not quite fulfilled by any other existing publication.

We feel that for lack of an all-India medium for disseminating information in a compact form, a great variety of new developments in the field of higher education—fresh facilities being created, the ever-growing number of scholarships and fellowships available both in India and abroad, the production of cheaper editions of textbooks, the presence in the country of several distinguished visiting professors from abroad, and a host of other academic and extra-curricular activities—go unnoticed or receive lesser attention than they deserve and thus do not create the desired impact on those who are likely to be affected by them. *University News* seeks to fill this lacuna by providing an effective link on a national basis between various educational institutions on the one hand and those interested in educational development on the other.

With an eye to promoting national integration and establishing closer liaison between the universities and the general public, the journal will endeavour to spotlight educational problems in a proper perspective and to keep the public informed of happenings in the educational world.

Education is a vital element for the development of our society and in the ultimate analysis, the strength and prosperity of a country is drawn as much from its physical and material resources as from the mental and emotional quality of its citizens. Yet one wonders if our national approach to educational efficiency has not suffered from slovenliness. Even the Education Member of the Planning Commission had to confess publically the other day that "we are in the unenviable position of one who does not have resources to go forward and yet having gone halfway, cannot retreat". He, therefore, advised us to cease indulging in "fresh" thinking. By highlighting the weak and strong points in our planning and by promoting exchange of views and ideas among prominent educationists, *University News* will help in the balanced development of education.

Your co-operation and support is solicited in making *University News* a useful and interesting journal. Contributions and any suggestions for the improvement of its news content will be gratefully received.

B. D. Laroia

Secretary, Inter-University Board of India

National Emergency

Educational Priorities Reviewed

It is understood that the Planning Commission has advised the State Governments to follow a selective approach in respect of educational programmes while reorientating their development plans in view of the national emergency.

The State Governments have been advised to postpone proposals for opening new universities and starting new Arts colleges, but to counterbalance this by increasing admission capacity in some of the smaller colleges.

Under the third Five-Year Plan provision had been made for 19 new universities and an amount of Rs. 433.40 lakh had been allocated in the State sector for this purpose. Of these 19 universities, 11 have already been created, thus bringing the existing total to 55.

While it is stressed that NCC and ACC programmes should be expanded, the expansion of cultural programmes is not favoured. Similarly, while recommending that targets for technical education should be raised, the Planning Commission would like that these higher targets should be realised not by increasing financial provisions under the Plan but by ensuring the utmost economy in respect of buildings.

At the secondary level, it is recommended that facilities for teaching science and technical subjects should be expanded and improved, but the programmes for conversion of high schools into higher secondary schools and primary schools into basic schools might be staggered.

Prof. Thacker Deplores Launching of Too Many Reforms

Prof. M. S. Thacker, Member (Education), Planning Commission, in his convocation address at Lucknow University on December 22, observed that in the matter of educational reforms two mistakes had been committed, "which have landed us in serious difficulties".

"We have launched upon programmes without proper and adequate preparation, which inevitably have led to failure, weakening our faith in the reform itself. Again, many reforms have been simultaneously introduced without due regard to the limitation of organisation, personnel and resources. The result is that today we are in the unenviable position of one who does not have the resources to go forward and yet, having gone halfway, cannot retreat."

In the present situation, Prof. Thacker suggested, we should complete our structural changes as quickly as possible and cry a halt to "fresh" thinking and "brilliant" ideas and bring the system to an even keel. He, however, added that the uninterrupted implementation of accepted reforms should not mean complete stagnation of educational thought.

Restricted Admissions

Referring to poor standards in universities generally, Prof. Thacker remarked that the rapid expansion in numbers had severely strained our resources in teachers, equipment and accommodation. In view of the limited resources at our disposal, the only alternative was to restrict the number of students entering the universities. He, however, added that such a measure must be supplemented by opening new avenues of training and employment at the end of the middle and higher secondary stages.

He further stated that though the expenditure on education would increase from 1% in 1950-51 to 2.6% of the national income in 1965-66, that was not enough; in Britain and America, it was 4%, in Japan over 6% and in Russia 8% of the national income.

He quoted the following conclusion reached at a conference held in Italy in 1960 to discuss the economic aspects of educational development in Europe: "The returns on education, both individually and socially, are at least as high as those in physical capital. More important, the development of physical equipment of society may largely be wasted unless there is the trained talent to work it." In this connection he also cited the findings of the Soviet academician Strumilin, who calculated that four years at a primary school increased a man's efficiency by 44 per cent; at the secondary and university stages, the increase in efficiency was calculated at 108 and 300 per cent respectively.



Dr. Zakir Husain, Chancellor of Delhi University, conferring the honorary degree of Doctor of Laws on the West German President, Dr. Heinrich Lubke at a special convocation held at the university on November 28, 1962.

President's Awards

Dr. A.L. Mudaliar, Vice Chancellor of Madras University, has been awarded Padma Vibhushan this year. He received the award of Padma Bhushan last year.

Dr. T.R. Seshadri, Professor and Head of the Department of Chemistry has been awarded Padma Bhushan.

University Film Council

The University Grants Commission has approved the release of a grant of Rs. 2,500 to each of the 29 universities represented on the University Film Council. The funds will be used for the purchase of films and other equipment by the Council.

Speedy Execution of Plans Urged

His Highness Maharaja Jayachamaraja Wadiyar Bahadur, in his address at the convocation of Osmania University on December 13, emphasised the need to carry out all educational plans with "rapidity and concentration". Progress in any field requires a target, a time-limit, and a pervading sense of urgency, he pointed out.

"Revolutionary advance in science and world communication has brought not only the horizons nearer but also the future closer. Whatever has to be done is best done without delay."

He warned against the faults of both unthinking haste and stagnant indecision and said: "We have to build quickly and build to last."

Among the problems that demanded steadfast attention, he mentioned "the achievement of high academic standards, the maintenance of uniformity in the country as a whole, the inculcation of discipline and right conduct, the promotion of high standards of physical fitness among the students, and a speedy decision of a uniform nationwide character on the question of the language medium of university education".

Yuvraj Karan Singh Receives Ph.D.

Among the 33 candidates admitted to the Ph. D. degree at the 40th annual convocation of Delhi University, held on December 1, 1962, was Yuvraj Karan Singh, Sadr-i-Riyasat of Jammu & Kashmir.

Yuvraj Karan Singh, who is also the Chancellor of Jammu & Kashmir University, sat among students when the convocation was declared open. But after the degree of Doctor of Philosophy was conferred on him for his thesis on Aurobindo's Philosophy, he moved on to the dais to occupy the chair meant for the Chancellor of Jammu & Kashmir University. Later, the Yuvraj announced an offer of an endowment of Rs. 10,000 for presenting a gold medal every year to the best student in M.A. Political Science.

In all 4,249 candidates were admitted to various degrees. The number of candidates who took the M.A. degree was 714, and only 77 took the M.Sc. The B.A. degree-holders were the largest in number —1,632.

I.U.B. Meeting

The 38th annual meeting of the Inter-University Board of India is to be held at S.N.D.T. Women's University, Bombay, from February 7 to 9. The meeting is likely to be inaugurated by Mrs. Vijayalakshmi Pandit, Governor of Bombay, who is also the Chancellor of the university.

Besides the Vice-Chancellors of 40 universities (38 Indian and two Ceylonese) who are members of the Board, the Union Minister of Defence; the Chairman, UGC; the Secretary, Ministry of Education; the Director-General, NCC; and representatives of the Ministries of Education, Scientific Research & Cultural Affairs, Health, Food & Agriculture, the Planning Commission, and the UPSC are expected to attend. Representatives of the British Council, U.S. Educational Foundation and Rockefeller Foundation are expected to attend as observers.

The Standing Committee of the Board at present consists of the following :

1. Dr. P.K. Parija, Vice-Chancellor, Utkal University (Chairman).
2. Shri S. Govindarajulu, Vice-Chancellor, Sri Venkateswara University (President of the year).
3. Dr. A.L. Mudaliar, Vice-Chancellor, Madras University.
4. Dr. T. Sen, Rector, Jadavpur University.
5. Shri D. C. Pavate, Vice-Chancellor, Karnatak University.
6. Dr. J. M. Mehta. Vice-Chancellor, M.S. University of Baroda.
7. Dr. A. C. Joshi, Vice-Chancellor, Punjab University.
8. Shri D. S. Reddi. Vice-Chancellor, Osmania University.
9. (Vacant).

U.G.C. Questionnaire

The committee of UGC appointed to go into the question of standards of higher education is understood to have circulated a questionnaire to all universities to collect information on standards of education. Shri Govindarajulu, Vice-Chancellor of Sri Venkateswara University is the chairman of this committee.

All-India Educational Service

Six State Governments—those of Bihar, Gujarat, Jammu & Kashmir, Kerala, Orissa and Uttar Pradesh—have agreed in principle to the proposal for the constitution of an All-India Educational Service. Assam has given provisional consent, and Mysore's concurrence is subject to certain conditions. Madras and Maharashtra are not in favour of the scheme.

This information was given by Mr. Lal Bahadur Shastri, Union Home Minister, in the Rajya Sabha in November last.

N.C.C. Training

To discuss with the Vice-Chancellors questions relating to the introduction of NCC training in universities, the Defence Minister, Shri Y.B. Chavan, will attend the forthcoming meeting of the Inter-University Board of India in Bombay on February 9. Major-General Virendra Singh, Director-General of NCC, will accompany the Defence Minister and participate in the discussion.

The points to be discussed include the introduction of an element of compulsion and the evolution of a uniform pattern of NCC training in all universities.

International Science Centre

An International Institute of Science and Technology is proposed to be set up in Europe. Although the idea of the institute is being advanced by NATO, the institute will be set primarily for the advancement of scientific knowledge, and scholars from non-member nations will also be invited as researchers, instructors and students. When completed, the institute is expected to cost $ 56 million.

Railway Concession

Though the Railway Board has decided to withdraw from January 1 certain categories of concessions, including the one admissible to participants in inter-university sports in view of the present emergency, concessions such as those admissible to students travelling between their homes and educational institutions, the Bharat Scouts and Girl Guides, trained nurses, overseas tourists, etc. will continue for the present.

* * * *

"Discipline and orderly behaviour are the marks of good life anywhere, but they are of special importance in seats of learning...We are a democratic people and the primary guardians of our right conduct should be our own good sense and love of peace and order."

—Maharaja Jayachamaraja Wadiyar Bahadur



The Chinese invasion has infused new enthusiasm among NCC cadets. Here Mrs. Tarkeshwari Sinha, Union Deputy Finance Minister, is seen taking the salute from a band of NCC cadets belonging to the Dev Samaj College for Girls, Ambala City.

Science and Religion not Antagonistic

—Radhakrishnan

Gandhi Bhawan, a beautiful three-winged building, constructed at a cost of Rs. 2 lakh (of which Rs. 50,000 each were given by the Gandhi Smarak Nidhi and UGC), was opened recently at the Punjab University campus by the President of India, Dr. Radhakrishnan.

While declaring open the building, the President said: "Education is required to cater to the different sides of man's nature. Science and religion are not antagonistic. While science reveals the cosmic mysteries and the wonders of the universe it touches but the surface, for to understand and know the principles of the cosmos other disciplines are necessary, like philosophy and religion. Man is a creature of reason and spirit. His reason must be satisfied and his mind nourished. Science and religion satisfy this complex of spirit and reason."

Vice Chancellor's Speech

Earlier, the Vice-Chancellor, Dr. A. C. Joshi, commenting on the world-wide clash between science and religion, said that the latter appeared to be fighting a losing battle. "The minds of the youth are full of agnosticism and disbelief. This is partially so because the results of the applications of science are demonstrably impressive. It is much more due to the incapacity of religion to change with the changing times... Science has the wonderful capacity to grow as new facts come to light. A new discovery does not discredit any one. It adds to the glory of all. Relativity has not dethroned Newton. It has placed him even on a higher pedestal."

Continuing, the Vice-Chancellor said: "The founders of the faiths were great thinkers, social reformers, and revolutionaries in action. The followers, however, walk on the beaten track and are lost in ritual dogma. Mahatma Gandhi had the courage to experiment with religion. His experience led him to conclude that *God is Truth* but finally he came to the view that *Truth is God*! This simple statement marks an epoch in the reconciliation between science and religion, and this has been inscribed right over the entrance to the Gandhi Bhawan."

The Vice-Chancellor said that no seat of higher education or any system of education could be considered satisfactory if it was divorced completely from training in ethical and spiritual values. "Knowledge alone divorced from moral restraints of any kind can often do more harm to a society than ignorance. This is to some extent the tragedy of the modern world."

* * * *

On December 1, addressing the 40th convocation of Delhi University, Dr. C. P. Ramaswami Aiyar, Vice-Chancellor of Annamalai University, also expressed his views on the question of religious and moral instruction in universities.

"Personally I take the view that if a university deliberately excludes from its scope and its curriculum all courses with a religious content, it ignores at the same time the unalterable fact that religion has exercised a dominating influence over the life and history of man and the shaping of his ideas."

Referring to the secular nature of universities, Dr. Aiyar said: "There are, undoubtedly, some constitutional limitations facing the universities in India, but I am afraid that a too technical and narrow interpretation has been put on the Constitution."

* * * *

Gandhi Bhawan at Delhi Campus

Gandhi Bhawan was inaugurated at Delhi University on September 26 by Mr. Jayaprakash Narayan. Mr. Narayan advised the students that they visit the Bhawan not to worship Gandhiji, but to study and understand what Gandhiji taught and lived for.

Apart from Punjab and Delhi, Mysore University has established a Gandhi Bhawan at its campus. In course of time many other universities expect to build such centres.

Accord on Role of Language

Amidst the multiplicity of views expressed by educationists on the question of the medium of instruction, a fundamental agreement is clearly discernible—that language should be a unifying force rather than a disruptive one.

Addressing the 40th annual convocation of Delhi University on December 1, 1962, Dr. C.P. Ramaswami Aiyar, Vice-Chancellor of Annamalai University, said that language should not be regarded as only one more subject included in the curriculum, but as a medium of expression and instruction.

Inter-change of teachers and students, he said, would give rise to the necessity of a common academic language rather than a purely regional language. English could not, and should not, replace the mother tongue, but at the same time, no regional language could bind together the academic world of India. The problem before the educational administrators was to maintain the academic unity of India and, at the same time, to enrich the mother tongue and Hindi, Dr. Aiyar said.

His Highness Maharaja Jayachamaraja Wadiyar, referring to the problem of language in his convocation address at Osmania University on December 13, called for a quick and far-sighted decision and wise and comprehensive planning. "The central fact," he said, "is that language should not be allowed to divide the nation." He emphasised that the replacement of English by any or all of our languages must follow, and not precede, the development of our languages to a position of sufficient strength to deal adequately with all branches of modern scientific learning.

Gujarat Revises Policy

Recently 70 members of the Senate of Gujarat University, in a joint representation sent to the Vice-Chahcellor, urged that in the matter of the medium of instruction, the university should conform to the national policy which is aimed at achieving integration. They demanded that the university statutes which provided for the exclusive use of Gujarati as the medium of instruction and examination should be amended following the Supreme Court of India upholding the judgement of the Gujarat High Court that the university's policy was legally untenable.

In reply to this representation, the vice-Chancellor has informed the Senate members that the Syndicate has decided to reframe the university statutes to permit the optional use of Hindi or English as the medium of instruction and examination.

Campus News

● Utkal University has shifted its headquarters from Cuttack to its new campus at Bhubaneswar with the start of the current academic session. While nine departments are now functioning at Bhubaneswar, the Departments of Geology and Zoology continue to be at the Ravenshaw College, Cuttack. The University College of Engineering and the M. S. Law College are at Burla and Cuttack respectively as heretofore.

● A new hostel for 200 women students is under construction at the Punjab University campus, on the completion of which hostel accommodation for 1,600 men and 400 women students would be available.

● Dr. S. Radhakrishnan recently declared open the three-storeyed Arts Faculty building built at a cost of Rs. 18 lakh, at the Punjab University campus. Two large auditoriums are provided between the two blocks of the building for extension lectures.



Shri .N.V. Gadgil laying the foundation stone of the Arts Faculty Building at Kurukshetra University. Shri Suraj Bhan, Vice-Chancellor, is on the right.

New Universities

Agricultural

U. P. Agricultural University, Pant Nagar (Dist. Nainital), which started functioning from July 1960, is patterned after Land Grant Universities in the United States. Under terms of an agreement between the Government of India and the U. S., a grant of Rs. 2.2 crores was made to the Uttar Pradesh Government for the construction of plants and other facilities in the university. Another provision of the contract enables staff members of the university to go to the University of Illinois for advanced study.

Rajasthan Agricultural University was inaugurated on July 12, 1962 by Dr. Sampurnanand, the State Governor. Mr. G. B. K. Hooja, M.A., I.A.S., assumed charge as its first Vice-Chancellor on July 5. The university is patterned after the set-up of Land Grant Colleges of the United States.

Punjab Agricultural University came into existence on November 17, 1962, with Shri P.N. Thapar, I.C.S. as its first Vice-Chancellor. The university has at present three constituent colleges: the College of Agriculture, Ludhiana; the College of Agriculture, Hissar; and the College of Veterinary Science & Animal Husbandry, Hissar. In addition to these colleges, which the university has taken over from the State Government, all research stations and sub-stations in the State will also go under the jurisdiction of the new university. During the third Five-Year Plan period, it is proposed to set up colleges in Agricultural Engineering, Home Science, and Basic Sciences & Humanities.

Sanskrit

Kameshwara Singh Darbhanga Sanskrit University, Darbhanga, established by the Bihar Government early last year, expects to start its teaching departments in July 1963. The university at present conducts examinations from Prathama to Acharya. In 1962, 1,600 candidates appeared for these two examinations, of which about 50% were successful.

The other new universities started during 1961-62 are ; Kalyani University, (West Bengal) ; North Bengal University, Silguri; Rabindra Bharati (Tagore University), Calcutta ; Punjabi University. Patiala ; Magadh University, Bodh Gaya ; Orissa University of Agriculture and Technology, Bhubaneswar; Jodhpur University ; and Shivaji University, Kolhapur.

Colleges

Rajasthan : The university has taken over four local under-graduate colleges from the State Government and reorganised the studies so that all under-graduates in the Science Departments have been grouped together in the Maharaja College and all Arts students in the former Rajasthan College. All under-graduate students in the Faculty of Commerce will pursue their studies in the College of Commerce, and all girl students, both of Arts and Science subjects, will be attached to the Maharani College.

The different departments of studies in all these colleges will be supervised by the corresponding Heads of post-graduate departments, but a Director has been appointed for each college to look after the administration and the general well-being of the students. This reorganisation has brought approximately 250 teachers in the Government service under the jurisdiction of the university. Besides these four university colleges, there are about 65 other colleges affiliated to the university.

Rajasthan Agricultural : The university, which at present consists of the Rajasthan College of Agriculture, Udaipur; the S.K.N. Agricultural College, Jobner; and the Rajasthan College of Veterinary Science & Animal Husbandry, Bikaner, proposes to bring three more colleges within its ambit. The new colleges to be included are:

the College of Technology & Agricultural Engineering, the College of Home Science and the School of Basic Sciences and Humanities.

Utkal: Three new colleges—the Bolangir Women's College, Bolangir; the Medical College, Berhampur; and the Training College, Sambalpur—have been granted affiliation by the university, thus bringing the total number of affiliated colleges to 45.

Shri Venketeswara: The Adoni Arts & Science College, Adoni, which provides instruction in the pre-university and B.A. courses, started functioning during the current academic year.

The Government of Andhra Pradesh have started Venketeswara Agricultural College at Tirupati.

U.P. Agricultural: The College of Agricultural Engineering & Technology opened in 1962. Units functioning since 1960 are: the College of Agriculture, the College of Veterinary Science, and the School of Basic Sciences and Humanities.

Courses of Study

Agra: The first Faculty of *Homoeopathy* at Agra University came into existence with Dr. J.C. Sharma, Principal of the National Homoeopathic Medical College, Lucknow, as its Dean.

The National Homoeopathic Medical College & Hospital, financed and managed by the Uttar Pradesh Government since 1956, runs a five-year regular course leading to the G.H.M.S. degree (Graduate in Homoeopathic Medicine and Surgery) of Agra University. The minimum qualification for admission is Intermediate Science with Biology group. The minimum age for admission is 17 years.

Jamia Millia: The Teachers' College, which is a constituent unit of Jamia Millia Islamia, is working out details of an *integrated course for training of teachers*. The duration of the course will be six years for matriculates and five years for secondary-passed students. The new course would include theory and practice of education prescribed for M. Ed. students as well as the general education courses prescribed for the first degree of a university.

Karnatak: The university has established three new departments, that is, of Law, Education and Commerce.

A *Social Welfare* course, leadlng to Master's degree has been introduced under the Department of Social Anthropology.

A one-year diploma course in *Library Science* has been instituted.

The School of Foreign Languages has started preparing candidates for a certificate course in French and German.

Kerala: The university, with the co-operation of the British Council and USIS, has started an Institute of English.

The university has approved a scheme for a degree course in *Nursing* and another scheme for a pre-degree course in Nursing. Admission to the degree course will be restricted to registered nurses who have passed the pre-university or Intermediate and have three years experience in nursing.

Kurukshetra: The post-graduate Departments of History and Political Science started functioning in the new academic year.

The university has instituted a two-year pre-medical course.

The university has made the study of Sanskrit and Indian culture compulsory for all students.

Osmania: A post-graduatecourse in *Psychology* has been started from the current year, with an idea of starting two separate M.A. courses in Applied Psychology and Pure Psychology in due course.

Punjab: Punjab University plans to start at an early date post-gradute departments in *basic medical sciences*, namely, Anatomy, Physiology, Biochemistry, Biophysics, Pharmacology and Microbiology with the object of preparing teachers for medical colleges and research workers for medical institutes. The building for these departments is nearing completion.

A diploma course in *Aeronautical Engineering* has been instituted by the university with effect from the current academic year.

A five-year *integrated course in Engineering* will be introduced in the university with the admissions of 1963. The pre-engineering classes will continue for another year.

It has been decided by the Syndicate that a course leading to the M.A. degree in Statistics be instituted.

"History of Art in India and South-East Asia" has been added as one of the options in Part II of the M.A. History course.

Rajasthan: A Department of Adult Education has recently been opened at Rajasthan University to meet the needs of those who are obliged to cut short their regular studies on account of various circumstances. The university feels that a liberal education programme of this kind could make a vital, though indirect, contribution towards the social and intellectual progress of the community.

Sri Venkateswara: A Department of Statistics has been instituted from the current academic year.

General Education forms one of the compulsory subjects of study both for the pre-university and the three-year degree classes.

A shortened B. Ed. degree course of 5 months' duration has been started in the Government Training College, Kurnool, for the benefit of the secondary grade trained teachers working in recognised schools.

Utkal: The post-graduate Department of Commerce started functioning from the current academic session.

A diploma course in Social Science Methodology has been instituted.

A five-year integrated course has been started in the University College of Engineering, Burla, from the current session.

One-year post-graduate diploma courses in English, History, political Science, Economics. Mathematics, Chemistry and Physics have been started to prepare teachers for higher secondary schools in the State.

Evening Courses

Kerala: The university has agreed to the proposal of the State Government to start evening classes as an experimental measure in a few selected colleges under Government management.

Punjab: The university has discontinued evening classes for M. A. (Part I) from the current academic year; evening classes for M. A. (Part II) will be discontinued with effect from the next year.

Sri Venkateswara : Evening courses of two years' duration for the pre-university examination has been started in the Government Arts College, Anantpur, in addition to the V. R. College, Nellore, which has already been conducting evening courses.

Utkal : The university has started two units of evening colleges in the Ravenshaw College, Cuttack and the B. J. B. College, Bhubaneswar.

Correspondence Courses

Delhi : The university, through its Directorate of Correspondence Courses, instituted courses for the B. A. Pass degree in English, Hindi, History, Political Science, Economics Commerce and Mathematics in September 1962. The duration of each course is 3 years for those who have passed the Intermediate and 4 years for those who have passed the higher secondary examination.

Admissions

Delhi : The wide gap between the number of students seeking admission to Delhi University colleges and the number actually admitted was measured recently through a system of registration. At the end it was found that out of the total number of 10,486 registered students, 7,547 succeeded in finding admission, while 2,939 could find no place in the local colleges for lack of accommodation and other facilities.

A 10-man committee, headed by Dr. C. D. Deshmukh, Vice-Chancellor of Delhi University, is considering a programme for the establishment of more colleges in Delhi and a second university campus which might eventually be made into a new university.

Kurukshetra : The university has stopped the admission of non-graduate Shastris to the M. A. Sanskrit course. The duration of the course has been reduced to two years.

Punjab : The Syndicate of the university has decided that a person placed in compartment at the B. A. examination of another university be not allowed to join the M. A. classes of the university, though students placed in compartment in the preuniversity and I. A./I. Sc. examinations of other universities will be eligible for provisional admission to the pre-engineering or pre-medical classes and the second year of the three-year degree course respectively.

It has been decided by the Syndicate that a student who has passed the higher secondary or pre-university or Cambridge school examination of another university shall be eligible to join the pre-engineering course of the university, if he has passed in English and any three of the following subjects :

Physics, Chemistry, Biology, Geography, Mathematics, Physiology and Hygiene, and General Science.

The university has decided that students from States other than Punjab and Himachal Pradesh joining the B. T. or B. Ed. courses be exempted from the Simple Language Test in Punjabi with effect from the examinations of 1962.

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Examinations

U. P. Agricultural : Uttar Pradesh Agaicultural University, Pantnagar, has an examination system under which curriculum in each college is divided into a number of courses, each with a fixed number of credits. Graduation is based upon the successful completion of a given number of "credit hours".

There are no external examinations. Internal examinations take the form of short quizzes in the class, hourly examinations, term papers, open-book examinations, and final examinations at the end of the trimester. If a student is to remain in the university he must maintain a certain "grade point" average, otherwise he is dropped from the university.

Mysore : Master's degree examinations in Engineering, Commerce and Law were conducted for the first time in July-October 1962.

Abolition of 3rd Class

Delhi : In keeping with the recommendation of the Committee on Reform of the Examination System, the Academic Council of Delhi University has agreed in principle not to award third class in the M. A. or M. Sc. examinations. The implementation of the new decision would be considered by an expert working group appointed by the university.

Scholarships & Fellowships

Karnatak : The university has instituted three research scholarships each of the value of Rs. 200 p.m., tenable for two years, for meritorious students doing Ph. D.

The Ministry of Scientific Research and Cultural Affairs has allotted nine research training scholarships, each of the value of Rs. 250 p.m., tenable for three years.

Seven post-graduate students have received financial aid this year under the scheme of educational facilities to the children of political sufferers.

Kerala : The university has instituted a senior fellowship of the value of Rs. 500 p.m. in Marine Biology or Oceanography. Qualifications for eligibility : Ist or 2nd class M. Sc. in Zoology or Marine Biology with five years' research experience in problems connected with Marine Biology or Fisheries.

Two junior fellowships of the value of Rs. 300 p. m. each (one in Marine Biology and one in Oceanography) have also been instituted. Persons holding the above academic qualifications with three years' research experience are eligible for these fellowships.

The Syndicate has also granted two research fellowships of Rs. 250 p. m. each to staff members for study abroad.

Punjab : The university has decided to award 20 scholarships on the results of the pre-engineering and pre-medical examinations, and 20 scholarships each on the result of Part I and Part II of the three-year degree examinations.

Research & Publications

Bombay : The U.S. Department of Agriculture has approved a scheme of investigation in the Department of Chemical Technology, Bombay University, on "new solvents for molecular weight determination of cellulose by disperse viscosity technique". The scheme is designed to obtain basic information on the degradation of cotton and thus permitting improvement of cotton products and greater utilization of cotton.

The Maharashtra State Industrial Research Committee has also sanctioned the following two schemes in the same department.

(i) Studies in the production of gluconic acid.
(ii) Pharmacological studies on vegetable drugs.

Jadavpur : The Department of Agriculture of the United States has sanctioned a grant of Rs. 2,92,000 to the university for research on the utilization of surplus sugar.

Karnatak : Under a scheme jointly financed by UGC and Karnatak University, work on the editing of Vachana literature commenced some time ago. It is the first attempt to edit on modern principles of textual criticism the voluminous Vachanas, which form an important contribution of the Veerashaives to Kannada literature. The entire Vachana literature will be published in 10 volumes, the first of which is nearly complete.

The university has undertaken the translation of *Shoonya Sampadane* into English. This monumental work is often compared by scholars to Plato's *Republic*.

The university has agreed to implement the scheme of the Government of India to translate standard English books into Kannada. Twenty-two titles have been selected for the purpose.

The Department of Economics has undertaken surveys of the employment pattern of the alumni of the university for the period 1950-1960, and of the employment potential of community development.

The following low-priced booklets in Kannada, containing popular lectures delivered by university teachers in mofussil areas, have been published:

Basavannanavara Yojanagalu, 1857 Kranti, and Manorogagalu (2nd Edn.).

The university publishes two journals—one each in Sciences and Humanities.

Kerala : The Pharmacognosy Department of the university has released for sale the fifth number of the Pharmacognosy of Ayurvedic Drugs series relating to the nine drugs, Kapikacchu, Punarnava, Akhukarni, Kshiravidari, Jambu, Kiratatiktah, Bala, Kadambah, Bhringarala.

K S. Dharbhanga : The university has started the publication of rare and important works in a series called Mahesha Thakur Sanskrit Series. The *Nyayaratnakara* of Mahamahopadhyaya Chandra of the Prabhakar School of Mimamsa is the first work which has been published.

The university has also taken up the publication of Tantrik literature The *Mahakalasamhita*, or the *Magnum Opus*, has been taken up as the first works under the scheme.

Marathwada : The Department of Marathi of the university is conducting a literary survey of Marathwada. So far 950 manuscripts have been collected, and the work of cataloguing these manuscripts is in progress. Of the 450 manuscripts already catalogued, 162 are in Marathi and the rest in Sanskrit.

Mysore : The Oriental Research Institute of the university has published two descriptive catalogues of Kannada manuscripts in its possession.

The Department of Publications (Prasaranga) has published 16 booklets in the university extension lecture series and two in the textbook series. All the publications are in Kannada, excepting one in the textbook series, which is in English.

Utkal : The university has under compilation an encyclopaedia in Oriya language running into several volumes. A single-volume encyclopaedia is ready and is now under print.

The university has appointed a Paribhasha Committee with a view to preparing an Oriya vocabulary of English technical terms. The sub-committees dealing with Philosophy and Botany have completed their work. The work of the sub-committees on Medicine, Chemistry and Zoology is in progress.

The university has under compilation the History of Orissa. Of the four volumes proposed to be published two are almost complete.

University Bulletins

From the information received so far, we are glad to note that the following universities publish their news bulletins:

Jadavpur, Kerala, Osmania, Punjab, Rajasthan, Visva Bharati, and Rajasthan Agricultural Universities.

Philosophy Colloquium at India International Centre

A Philosophy colloquium was held in October at the India International Centre, New Delhi, to stimulate original philosophical thinking among the younger teachers of philosophy in Indian universities. The colloquium was held under the guidance of Prof. Max Black, Professor of Philosophy at Cornell University, and was inaugurated by Prof. Humayun Kabir, Union Minister for Scientific Research and Cultural Affairs.

Prof. Max Black, in his lecture on "The Uses of Logic", quipped that although Logic was not supposed to have advanced much since the time of Aristotle, logicians had become highly employable persons in modern life.

A similar seminar in History was held at the Centre from January 21 to 25. The Rockefeller Foundation of America has given grants to the Centre to carry out these projects.

Prof. Stevan's Lecture

Prof. Stevan Dedijer of the Institute of Theoretical Physics, University of Lund (Sweden) delivered a talk on "The Culture of Undeveloped Countries and Science" at the Centre on December 22, 1962, in which he strongly advised the underdeveloped countries to develop science in their respective countries by their own efforts and not to depend on outside aid.

The India International Centre, the foundation stone of which was laid by H.E.H. the Crown Prince of Japan on November 30, 1960, and was inaugurated by Dr. S. Radhakrishnan on January 22, 1962, is now an active centre of cultural activities.

The Centre has worked in close collaboration with Indian universities, 29 of whom are its founder members. Many of the scholars invited so far by the Centre have paid prolonged visits to various universities for giving lectures and holding conferences and seminars. Representatives of member universities, while in Delhi, can stay at a concessional rate at the hostel of the India International Centre.

Universities in India

Name of University	Year of Establishment	Type	Total Enrolment (1961-62)	Enrolment in Professional Faculties (1961-62)	Enrolment in Postgraduate & Research (1961-62)	Vice-Chancellor	Registrar
*1. Bombay University	1857	F	52,090	8,598	3,389	Dr. V.R. Khanolkar	Shri T.V. Chidambaran
*2. Calcutta University	1857	A	1,14,817	12,493	5.294	Shri B. Malik	,, G.R. Chaudhuri
*3. Madras University	1857	A	60,185	13,582	2,250	Dr. A.L. Mudaliar	,, D.S. Mudaliar
*4. Allahabad University	1887	U	9,677	1,210	2,625	Dr. B. Prasad	,, O P. Gupta
*5. Banaras Hindu University	1916	U	7,372	2,692	1,602	Shri N.H. Bhagwati	,, S.L. Dar
*6. Mysore University	1916	A	36,524	7,630	1,098	,, Mohamed Rahamathulla	,, K.S. Siddalingihh
*7. Patna University	1917	A	30,789	3,051	2,852	,, G. Jacob	,, K.P. Ambastha
*8. Osmania University, Hyderabad	1918	A	21,698	5,386	1,341	Dr. D.S. Reddi	,, B.P.R. Vithal
*9. Aligarh Muslim University	1921	U	5,042	1,706	866	Shri B.F.H.B. Tyabji	,, M.M. Siddiqi
*10. Lucknow University	1921	U	15,600	4,150	3,073	,, A.V. Rao	,, P.C. Mital
*11. Delhi University	1922	F	24,181	3,889	3,555	Dr. C.D. Deshmukh	,, T.P.S. Iyer
*12. Nagpur University	1923	A	29,017	5,117	1,608	Shri S.P. Kotval	,, M.S. Modak
*13. Andhra University, Waltair	1926	A	28,946	4,474	1.207	Dr. A.L. Narayan	,, K.V. Gopalaswami
*14. Agra University	1927	A	53,142	8,620	12,626	Shri P.D. Gupta	,, R.S. Agarwal
*15. Annamalai University	1929	U	3,326	1,341	419	Dr. C.P. Ramaswami Aiyar	,, T.D. Meenakshi-sundaram
*16. Kerala University, Trivandrum	1937	A	50,544	8,248	1,357	Shri Samuel Mathai	,, A.M.N. Chakiar
*17. Utkal University, Bhubaneswar	1943	A	16,442	2,900	1,017	Dr. P. Parija	,, G.C. Rath
*18. Saugar University	1946	A	16,417	2,922	1,545	Shri G.B. Bhutt	,, Ishwar Chandra
*19. Punjab University, Chandigarh	1947	A	61,389	14,484	2,703	Dr. A.C. Joshi	,, Kirpal Singh Narang
*20. Rajasthan University, Jaipur	1947	A	33,587	6,344	2,942	Dr. Mohan Sinha Mehta	,, C.L. Singhal
*21. Gauhati University	1948	A	32,157	2,308	1,162	Shri H.J. Taylor	,, C. Dass
*22. Jammu & Kashmir University, Srinagar	1948	A	7,962	1,018	318	,, K.M. Panikkar	,, A.S. Dhar
*23. M.S. University of Baroda	1949	U	9,136	3,822	888	Dr. J.M. Mehta	,, B.K. Zutshi
*24. Gujarat University, Ahmedabad	1949	A	39,709	6,002	2,717	Shri L.R. Desai	,, K.C. Parikh
*25. Karnatak University, Dharwar	1949	A	15,191	4,012	931	Shri D.C. Pavate	,, S.S. Wodeyar
*26. Poona University	1949	A	33,461	5,158	1,604	Mahamahopadhyaya Datto Vaman Potdar	,, W.H. Golay
*27. Roorkee University	1949	U	1,757	1,710	107	Shri G. Pande	,, S.S. Sharma
*28. S.N.D.T. Women's University, Bombay	1951	A	3.253	69	254	Lady Premlila V. Thackersey	Smt. K.H. Bhansali

UNIVERSITIES IN INDIA (*Continued*)

	Name of University	Year of Establishment	Type	Total Enrolment (1961-62)	Enrolment in Professional Faculties (1961-62)	Enrolment in Postgraduate & Research (1961-62)	Vice-Chancellor	Registrar
*29.	Visva Bharati University, Shantiniketan	1951	U	823	74	198	Shri Sudhi Ranjan Das	Shri S.C. Sen
*30.	Bihar University, Muzaffarpur	1952	A	27,595	1,711	1,247	Dr. P.L. Srivastava	,, P.R. Chowdhury
*31.	Sri Venkateswara University, Tirupati	1954	A	9,342	2,092	347	Shri S. Govindarajulu	,, M. Ramanuja Rao Naidu
*32.	Jadavpur University	1955	U	3,295	2,115	633	Dr. Triguna Sen	,, P.C.V. Malik
*33.	Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar	1955	A	5,314	2,052	264	Shri M.D. Patel	,, H.A. Mistry
*34.	Kurukshetra University	1956	U	551	135	87	,, Suraj Bhan	,, R.C. Khanna
35.	Indira Kala Sangit Vishvavidyalaya, Khairagarh	1956	A	179	—	—	,, P.N. Chinchore	,, B.B. Biswas
*36.	Gorakhpur University	1957	A	14,248	3,266	1,448	Dr. A.C. Chatterji	,, K.J. Majumdar
*37.	Jabalpur University	1957	A	10,213	3,332	1,334	Shri V.R. Sen	,, S.C. Seth
*38.	Vikram University, Ujjain	1957	A	24,485	6,311	3,147	Dr. G.L. Datta	,, V. Shankaran
*39.	Marathwada University, Aurangabad	1959	A	6,635	1,426	429	Shri S.R. Dongerkery	,, M.B. Chitnis
40.	Varanaseya Sanskrit Viswavidyalaya	1958	A	942		461	,, S.N.M. Tripathi	—
41.	Bhagalpur University	1960	A	20,698	852	481	Dr. B.R. Misra	,, A. Narayan
42.	Burdwan University	1960	A	16,998	457	193	Shri B.K. Guha	,, S.M. Chatterjee
43.	Ranchi University	1960	A	18,142	3,860	608	,, B.N. Singh	,, Jagatnandan Sahay
44.	K.S. Darbhanga Sanskrit Vishwavidyalaya, Darbhanga	1960	A	6,752	—	594	,, Umesh Mishra	—
45.	U.P. Agricultural University, Pantnagar	1960	U	415	415	—	,, K.A.P. Stevenson	,, N.K.A. Rao
46.	Kalyani University	1961	U	342	305	38	,, S.N. Das Gupta	,, D.S. Sen
47.	Agricultural University, Ludhiana	1961	A	—	—	—	,, P.N. Thapar	,, S.K. Misra
48.	North Bengal University, Siliguri	1961	A	—	—	—	,, B.N. Das Gupta	
49.	Punjabi University Patiala	1961	U	—	—	—	,, Bhai Jodh Singh	,, Harbans Singh
50.	Rabindra Bharati (Tagore University), Calcutta	1961	U	—	—	—	,, H. Banerjee	,, B.R. De
51.	Magadh University, Bodh Gaya	1962	A	—	—	—	,, K.K. Datta	,, K.P. Sinha
52.	Jodhpur University	1962	A	—	—	—	,, B.N. Jha	
53.	Orissa University of Agriculture & Technology, Bhubaneswar	1962	U	—	—	—	,, M.C. Pradhan	,, N.R. Patnaik
54.	Rajasthan Agricultural University, Udaipur	1962	U	—	—	—	,, G.B.K. Hooja	Dr. A. Rathore
55.	Shivaji University, Kolhapur	1962	U	—	—	—	,, A.G. Pawar	Shri B.R. Dhekney

A=Affiliating. F=Federal. U=Unitary. *Denotes membership of the Inter-University Board of India.

Technical Institutions' Expansion Planned

Since it has been decided to keep in abeyance the opening of any new institutions in view of the present national emergency, the All-India Council for Technical Education has drawn up a scheme to expand the admission capacity of existing engineering colleges by 3,000 seats and of polytechnics by 8,950.

An expert committee of the All-India Council for Technical Education has also formulated special three-year degree courses in Electronics, Instrumentation and Servo-mechanisms, Metallurgy, Aeronautics, and Chemical Engineering for those who have graduated in Science. It is proposed to initiate these courses at some selected centres in the country.

New Technical Colleges, Courses Approved

It is understood that the Chairman of the All-India Council for Technical Education has approved proposals for the following additional colleges, increased admissions and new courses of study in technical education :

College at Jalpaiguri (Bihar)—150 seats.

Government College at Gorakhpur—120 seats.

College at Vidisha (Madhya Pradesh) in the private sector—120 seats.

Engineering course at Govindram Saksaria Technological Institute, Indore—180 places.

Chemical Engineering course with an intake of 30 students at the Engineering College, Trichur.

Degree course in Architecture with an intake of 30 students at the Engineering College, Trivandrum.

Degree courses in Metallurgy and Chemical Engineering at Roorkee University.

Post-diploma courses in Automobile Engineering at the Guru Nanak Engineering College, Ludhiana, and the Government Polytechnic, Ambala.

Degree course in Metallurgy at the Regional Engineering College, Jaipur.

Specialised courses in Chemical Engineering and Metallurgy at the Regional Engineering College, Warrangal.

Specialised courses in Metallurgy, Mining and Architecture at the Regional Engineering College, Nagpur.

Specialised course in Chemical Engineering, Mining and Metallurgy at the Regional Engineering College, Srinagar.

Specialised course in Architecture at the Maulana Azad College of Technology, Bhopal.

Increase in admissions from 30 to 60 in the Department of Chemical Engineering, Punjab University.

Proposal of the Silk & Arts Mills Research Association, Bombay, to start a post-graduate course in the technology of silk and synthetic fabrics.

Steps to Accelerate Medical Education

In order to meet the demands of the national emergency and the long-term civil requirments, it is proposed to expand the capacity of existing medical colleges. Eleven out of the target of 18 new medical colleges have already been established during the Third Plan period.

The Indian Medical Council is understood to have approved a proposal that those colleges which have adequate facilities could raise their admission capacity to 200, thereby making it possible to secure 3,000 additional doctors every year.

At the second conference of Deans / Principals of Medical Colleges in India, held in New Delhi in November last, many other steps were suggested to accelerate medical education. Among the more important were :

(a) The abolition of pre-registration internship or housemanship in the case of those who volunteer for service in the Armed Forces, (In other words one year of service in the Army will be reckoned as equivalent to a year's house-surgency in a civil hospital.)

(b) Holding of three, instead of two, examinations in a year.

(c) Increase in the number of working days in a year by restricting holidays to six weeks in one calender year.

(d) Shortening the period for the full course from five to four years by reducing the holidays to the minimum.

It is estimated that the deficiency of teachers in the existing medical colleges amounts to about 3,000 teachers (1,200 in clinical subjects and the rest in Basic Medical Sciences) ; in the ranks of specialists for district and taluk hospitals and in the private sector it is in the neighbourhood of 17,000.

Central Board of Secondary Education

The Central Board of Secondary Education, Delhi, as reconstituted by the Government of India, was inaugurated on July 1, by Dr. K.L. Shrimali, Union Minister of Education. As a consequence of this, both the Delhi Board of Higher Secondary Education and the Board of High School and Intermediate Education, Rajputana, have merged into the new Board.

The next annual higher secondary examination of the Board will commence on March 12, 1963.

Refresher Course for General Science Teachers Held

A three-week refresher course in General Science for teachers in secondary schools was held from November 1 to November 21 at the Vidya Bhawan Teachers College, Udaipur. The course was organised by the Department of Extension Services of the college, of which Mr. P.L. Shrimali is the Director, and necessary funds were made available by the University Grants Commission.

The course included lectures by eminent scientists invited for the purpose. Other activities included workshop practice, experiment designing and book introduction.

Women's Polytechnic

The Delhi Administration has established a tution-free Women's Polytechnic in New Delhi for giving theoretical as well as practical training to women in arts and crafts. The first session started in September 1962. Subsequent sessions will, however, start in June every year.

The polytechnic offers diploma courses in Interior Decoration (3 years), Library Science (2 years), Commercial Art (3 years), Architectural Assistantship (3 years), Secretarial Practice (2 years), and Medical Laboratory Technology (2 years). The minimum qualification prescribed for admission is higher secondary for all courses, except Library Science, for which the minimum qualification is a university degree.

Of the 120 students on the rolls for the current session, 25% receive stipends.

Educational Publications

The Education Quarterly: The June issue was devoted mainly to the subject of textbooks. Articles included "Textbooks in Science" by Dr. B.D. Laroia and "Textbooks in American Education" by Francis Shoemaker. The September issue is a special Teachers' Number and includes a symposium on "I Chose Teaching", to which S. Nurul Hasan, Leila Kabir, Mina Swaminathan and Latika Sengupta have contributed. This number also includes a feature-series, "Silhouettes in Indian Education", to which contributions are made by M. Mujeeb, Kshitis Roy, "Jan", E. I. Shipstone and O. P. Bhatnagar.

In the context of the present national emergency, the Central Secretariat Library has suspended the publication of the following periodicals until further notice :

Current Administrative Literature, Current Educational Literature, Current Library Literature and *Education Abroad.*

Mathematics in Indian Universities—Report of the UGC Review Committee: In 1959, the University Grants Commission appointed Review Committees in a number of important subjects in Science, Humanities and Social Sciences to broadly survey and assess the standards of teaching and research, to examine the facilities available for the study of these subjects in Indian universities, and to make recommendations for further improvement in the general level of academic attainment and research in the subject concerned. The report of the Review Committee on Mathematics was published a couple of months ago. After giving a brief historical sketch of mathematical research in India, the report sets forth model syllabi for various university courses. This is followed by suggestions on the examination system and the lines of future development. A summary of the recommendations is given at the end.

History of Hindu Mathematics: The world's indebtedness to ancient Hindu mathematicians is well-known. A comprehensive treatment of the growth and development of Mathematics in India from the earliest known times to the 17th century, is given in the book written by Bibhutibhushan Datta and Avadesh Narayan Singh (Asia Publishing House).

A Consolidated Glossary of Technical Terms (English-Hindi) is the outcome of ten years' of labour of the Board of Scientific Terminology appointed by the Government of India in 1950 for evolving and preparing scientific and technical terminology in Hindi and other regional languages. Available from the Manager of Publications.

The Journal of University Education: Published three times a year (September, December and March) by the Federation of Central Universities Teachers' Associations. The first issue, (September 1962) included articles by Mr. V K. Gokak, on "The Universities and the Individual"; and "Planning of University Education" by Mr. K.L. Joshi, of the Planning Commission.

Higher Education in the United Kingdom: A handbook for students from overseas, published by the British Council and the Association of Universities of the British Commonwealth (September 1962) contains a directory of subjects, courses of study and places where facilities are available. Also indicates fees payable and entrance requirements.

University Study in Canada: A handbook for the guidance of foreign students, published by the Canadian Universities Foundation (June 1962) Immigration regulations applying to foreign students are outlined in a separate booklet published by the Canadian Department of Citizenship and Immigration.

Cheaper U.S. Textbooks

An Indo-American board is working on a scheme to sponser cheap reprints of important American textbooks in India.

At present, most of the 15 titles published are in the areas of science and technology, including Physics, Chemistry, Geology and Engineering. More than 30 additional titles are being processed. More books on the Humanities will be included as the scheme develops. The objective of the scheme is to make textbooks available within the studens' purchasing capacity. Generally the cost is reduced to 30-35% of the original. The retail price thus ranges between Rs. 10 and Rs. 15.

One of the problems of the sponsors of the scheme is to find the best titles required for Indian students. For this, American and Indian educators are requested to forward their suggestions to the Ministry of Education or the U.S.I.S.

British Scheme

Since the British Government's low-priced books scheme was introduced at the beginning of 1961, more than 1,000,000 books have been produced for sale in Asian countries at one-third of their standard price.

The scheme makes available, usually as paper-backs, university textbooks and other selected works. Seventy separate titles have so far been published under the scheme, and 37 are in production.

Briefs

—A joint Technical Committee of of the representatives of CSIR and the Indian Council of Agricultural Research has been constituted in order to bring a greater degree of co-ordination between the Central Indian Medicinal Plants Organisation and the Medicinal Plant Committee of the ICAR.

—The seven-day international symposium on Environmental Physiology and Psychology in Arid Conditions organised by Unesco at the Central Drug Research Institute, Lucknow, concluded on December 13. 1962.

—The Central Food Technological Research Institute, Mysore, has decided to start a Regional Research Station attached to the Food Technology Division of Jadavpur University.

—The 16th session of the All-India Commerce Conference was held under the auspices of Mysore University from December 25 to 27, 1962.

—A short-term in-service training course in Educational Statistics was conducted from December 19 to 24, 1962 under the joint auspices of the Ministry of Education and Mysore University.

Foreign Scholarships—Sources of Information

A number of scholarships for study and training abroad are available for post-graduate students and teachers. A booklet published by the Ministry of Scientific Research & Cultural Affairs under the title *Scholarships for Study Abroad and at Home* gives adequate information for those interested. The scholarships for study abroad include those offered by the Government of India by foreign governments/organisations, and Commonwealth Scholarships and Fellowships.

During 1962-63, 28 countries offered scholarships to Indians for advanced study or training.

Apart from the scholarships available through the Ministry of SR & CA, certain educational agencies or Trusts offer some scholarships for training abroad. For instance, there is a Trust of the Birlas, a Trust of the Tatas, the Mahindra Educational Trust, and so on. Scholarships offered by these agencies are advertised from time to time. Similarly, certain foreign educational organisations administer some scholarships. For example, the United States Educational Foundation and the British Council. These scholarships are also given due publicity, and information in respect of them can be had from the regional offices of these organisations in New Delhi, Bombay, Calcutta and Madras.

Fulbright Programme

The programme of educational grants administered by the U. S. Educational Foundation in India is known as the Fulbright Programme. It is an exchange scheme, as offers made to Indian students are reciprocated by the Government of India by offering American students and teachers placements in Indian educational institutions.

The Fulbright Programme offers two kinds of grants: overall expenses (Smith Mundt Scholarships) and travel grants. Announcement regarding Smith-Mundt Scholarships is made in the Press annually in June or July, and the competition for travel grants is usually held in the first quarter of each year.

For information on scholarships offered by foreign universities, reference may also be made to *Study Abroad* (UNESCO; annual), an international handbook listing fellowships, scholarships and schemes of educational exchange.

As regards detailed information on the availability of scholarships from British universities, a booklet listing post-graduate awards tenable in Britain from the academic year 1963-64 has been recently brought out by the Association of Universities of the British Commonwealth. Copies of this booklet have been distributed to all universities in India.. The booklet, *United Kingdom Post-graduate Awards*, is printed periodically in accordance with a resolution of the 1948 Commonwealth Universities Congress recommending the preparation in each Commonwealth country of a list of post-graduate awards tenable at its universities for students from overseas.

Awards for Graduate Study and Research, 1961 (Dominion Bureau of Statistics, Ottawa; biennial), indicates awards open to persons from outside Canada. The *Handbook on International Study* (Institute of International Education, New York. 1961) contains, *inter alia*, lists of awards tenable in the U.S.A. for foreign graduates. *Higher Education and Research in Netherlands*, a quarterly bulletin of the Netherlands Universities Foundation for International Co-operation, contains a list of scholarships and fellowships for foreign students tenable in the Netherlands.

The next issue of this journal will carry a brief account of scholarships and fellowships awarded by the Ministry of SR&CA for technical studies and research.

Medical Firm's Followship

Dr. Samuel Devadatta, an assistant medical officer at the Madras Tuberculosis Centre, is one of six doctors to be awarded a Smith & Nephew Fellowship for 1963.

* * * *

"But think of history," said former U.S. President Harry Truman, coming upon his wife burning his letters to her. "I have," said Mrs. Truman, continuing to toss letters on to the fire.

—Ellen Hart Smith

Nuffield Bursaries

Applications are invited for awards under the Royal Society and Nuffield Foundation Commonwealth Bursaries Scheme from scientists of proven worth to enable them to pursue research in Natural Science in a Commonwealth country for periods of two to 12 months. Travel and maintenance grant is given at a rate depending on the living costs in the country concerned, on the basis of about £600 a year in Britain.

For visits during July-December 1963 applications must be submitted, complete with supporting documents, not later than March 15, 1963, to the Executive Secretary, the Royal Society, Burlington House, London, W.1., from whom application forms and fuller particulars may be obtained. A cyclostyled copy of the application form can be had from the Editor, *University News*.

$1,000 Award

The Biomagnetic Research Foundation, Evanston, Illinois, will offer an award of 1,000 dollars for the development of a "classic" experiment demonstrating with simple means a biological effect of a static magnetic field. The best experiment will be chosen at the second Biomagnetic Symposium to be held at the College of Pharmacy, University of Illionois, Chicago, on November 29-30, 1963.

Law Fellowship

The British Institute of International and Comparative Law, has announced a research fellowship in Public International Law tenable by a non-British graduate in Law for one year. Value: £800 plus £200 as travelling allowance. Last date for applications: May 20, 1963.

Royal Society Medal

Among the nine presentations made in 1962 by the Royal Society of London, composed of eminent scientists from Britain and abroad, was a Royal Medal to Professor S. Chandrasekhar, now of the University of Chicago, for mathematical investigations into the stability of motion of real (viscous) fluids. Professor Chandrasekhar, who was educated in Madras and Combridge, is the first Indian ever to be awarded the Royal Medal.

Visiting Professors Scheme

Britain's Royal Society and the Leverhulme Trust have announced the establishment of a scheme for the appointment of two visiting professors to India each year. Each professor will visit a university or research institution for a period of about four months.

The selection of professors will be made by the Royal Society, and the finance and administrative arrangements will be provided by the Leverhulme Trust Fund.

A committee has already been appointed in India to make recommendations as to which universities should be selected. Members of the committee are : Prof. M. S. Thacker, Member (Education) planning Commission ; Dr. C.D. Deshmukh, Vice-Chancellor, Delhi University ; Dr. A.L. Mudaliar, Vice-Chancellor, Madras University ; and Prof. Rustom Choksi, of the Tata Foundation.

It is planned that the first visiting professors will arrive in India in October 1963 and will work through February 1964. Thereafter two professors will arrive every October.

Indian Students In U.K.

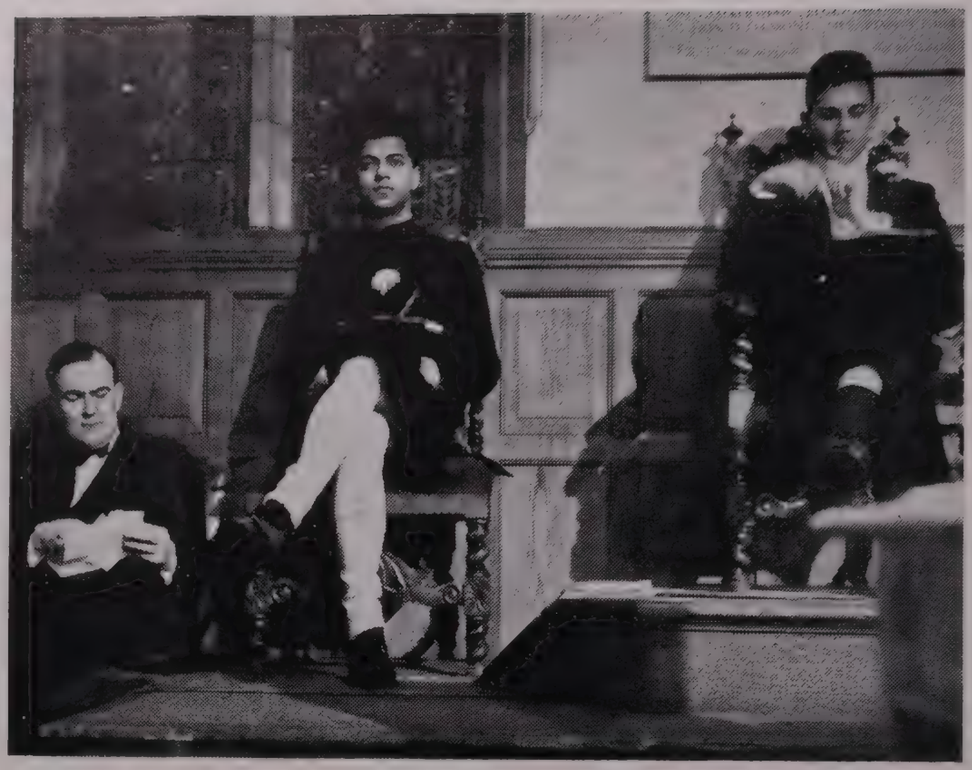
India has the second largest number of oversea students studying in Britain—3,496, Nigeria, with 7,836, heads the list. Altogether some 40,000 students from Commonwealth countries are studying in Britain. After Nigeria and India come Ghana, with 3,348, and Jamaica, with 3,151.

Australian Students' Tour

A group of 60 Australian university students is in India, spending eight to 10 weeks of their long summer vacation as guests in Indian homes. The group, which includes 22 girls, are students representing nine Australian universities.

The trip has been organised by the Overseas Student Travel Scheme of the National Union of Australian University Students. This is the third time a group of Australian university students has undertaken this trip. In 1961, 20 Australian students spent their vacation in India.

The scheme will operate on a reciprocal basis. In June this year, a group of Indian students will spend their vacation as guests in Australian homes.



Girish Karnad (centre), 24-year-old Rhodes scholar from India has been elected unopposed as President of the Oxford Union Debating Society. On the right is the outgoing President, Mike Barloff.

American Specialists

The following American specialists are scheduled to visit India during January-February, 1963 :

Prof. Karl Deutsch, Professor of Political Science, Yale University.

Prof. S. Ochoa, Noble Laureate, Department of Biochemistry, New York University School of Medicine.

Prof. M. J. Buerger of Massachusettes Institute of Technology.

Prof. Frank Freidel, Department of History, Harvard University.

Dr. Milton E. Flower, Chairman, Department of Political Science, Dickinson College, Carlisle, Pennsylvania.

British Experts

Dr. Douglas Leggett, Principal of the Battersea College of Technology, London, arrived in Calcutta on January 12 to begin a 20-day study tour of Indian universities and technological institutes.

Prof. A.J.C. Wilson, Professor of Physics at the University College of South Wales, Cardiff, is in India for a three-week study and lecture tour.

Mr. John William Roger Griffiths, a British electronics expert, is shortly arriving in India to take up a two-year appointment at Calcutta University under the Technical Co-operation Scheme of the Colombo Plan. He may also, from time to time, lecture at Allahabad University.

Indian VCs. To Be Honoured In U.K.

Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of Madras University, will be presented with an honorary degree by London University next July, when he goes to attend the quinquennial congress of the Association of Universities of the British Commonwealth to be held in London in June.

Dr. C. D. Deshmukh, Vice-Chancellor of Delhi University, will be awarded an honorary degree by Liecester University.

Student Leader's Foreign Study Tour

On the invitation of the British Council, the Government of France, and the Government of West Germany, Mr. G.A. Dharmarajan, Secretary, Madras University Students' Information Bureau, undertook a three months' study tour of university training establishments and institutions of higher education and research in the three countries from April to August 1962. During his study tour of German institutions, Col. B. H. Zaidi, Vice-Chancellor of Aligarh University, also joined him.

Inter-University Tournaments

Inter-University Tournaments in the following games have been held. The names of the winner and the runner-up are given against each tournament.

Tournament	*Winner*	*Runner-up*
	(MEN)	
Athletics	Punjab	Vikram
Gymnastics	Vikram	Osmania
Weight Lifting	Osmania	Mysore
Best Physique		
Class I	Madras	Lucknow
Class II	Osmania	Mysore
Class III	Jabalpur	Agra
Badminton	Allahabad	Bombay
Basketball	Madras	Punjab
Boxing	Bombay	Poona
Cricket	Poona	Bombay
Football	Jadavpur & Mysore Shared	
Hockey	Finals not yet played	
Kabaddi	Poona	Bombay
Kho-Kho	Poona	Gujarat
Swimming	Bombay	Calcutta
Table-Tennis	Jadavpur	Bombay
Tennis	Osmania	Delhi
Volleyball	Osmania	Vikram
Wrestling	Punjab	Punjabi
Diving	Rajasthan	Bombay
Waterpolo	Bombay	Calcutta
	(WOMEN)	
Athletics	Vikram	Delhi
Badminton	Bombay	Punjab
Hockey	Punjab & Jabalpur Shared	
Kho-Kho	Poona	Gujarat
Tennis	Delhi	Mysore
Volleyball	Delhi	Punjab
Table Tennis	Bombay	Poona

The venues of some of the Inter-University Tournaments had to be changed, as certain organising universities could not take up the assignments on account of the national emergency. The venue for Table-Tennis Finals had to be changed from the University of Ceylon to Gujarat University because the Government could not release the necessary foreign exchange for the participating teams.

I.U. Sports Board

In addition to the promotion of sports in Indian Universities, the Inter-University Sports Board last year took up the responsibility of organising the National Physical Efficiency Drive in the universities. In September 1962, 18 universities sent their representatives to an orientation course organised by the Ministry of Education.

The following universities and institutions were admitted as new members of IUSB during 1962-63 :

Punjabi University, Kurukshetra University, Jodhpur University Magadh University, U.P. Agricultural University, Vidyalankara University, and the National Defence Academy, Khadakvasla.

Vacancies Under Unesco

Unesco has announced a number of vacancies for posts of experts under its Technical Assistance Programme. Some of the subjects in which specialists are required in various countries are :

Psychological Research (Bangkok) Educational Psychology (Bangkok); Educational Tests (Trinidad); Arid Zone Research (Israel, Baghdad); Educational Planning (Kuwait); University Science—Mathematics (Accra); Statistics (Salisbury); Applied Mathematics (Israel); Physics (Kabul); Scientific Documentation (Bangkok); and Civil Engineering (Lahore).

Detailed information about the background, qualifications, salary and allowances, and application forms can be obtained from the office of the Indian National Commission for Co-operation with Unesco, New Delhi.

Vacant University Posts

Jadavpur University has advertised the post of Professor of Electrical Engineering.

The University of Malaya invites applications for appointment to the Chairs of Agriculture, History and Malaya Studies.

Indian Navy Examination

An examination for admission to the Indian Navy as Special Entry Cadets will be held by UPSC, commencing on July 2, 1963. Eligibility: Intermediate. Age: 17-19 years. Last date for submission of applications: Feb. 11.

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PERSONNEL

Miss Padmaja Naidu, Governor of West Bengal, has assumed the office of President (Chancellor) of Jadavpur University for a term of four years with effect from October 25, 1962.

Dr. B.R. Misra, assumed charge as the officiating Vice-Chancellor Bhagalpur University on November 20, 1962 *vice* Mr. B.P. Jamuar on leave.

Mr. B.F.H.B. Tyabji, took over as Vice-Chancellor of Aligarh Muslim University in the first week of October from Col. B.H. Zaidi, retired.

Mr. Suraj Bhan, took over as Vice Chancellor of Kurukshetra University from Mr. Justice Tek Chand of the Punjab High Court in July 1962.

Dr. C.P. Ramaswami Aiyar, has been appointed Vice-Chancellor of Annamalai University w.e.f. November 14, 1962.

Prof. Samuel Mathai, Secretary, University Grants Commission, has been appointed Vice-Chancellor of Kerala University in place of Dr. K.C.K.E. Raja who relinquished office on January 15.

Dr. A.C. Joshi, Vice-Chancellor of Punjab University, has been appointed a full member of the Committee of Science Teaching of the World Confederation of Organizations of the Teaching Profession.

Mr. C.L. Singhal, has assumed charge as Registrar of Rajasthan University with effect from July 1962.

Professor Geoffry Nicison Ostergaad. of Birmingham University, is teaching Political Science and Public Administration at Osmania University for the current academic year. His visit is sponsored by the British Council.

Dr. Eberhard Jackel, of Kiel University, is working as a Reader in the Punjab University History Department under the exchange of teachers scheme.

Dr. William H. Harlan, American visiting Professor, joined the Punjab University Sociology Department in mid-August for one academic year.

Dr. Kelsie Harder, Professor of American Literature in the University of Youngstown, Ohio, is a visiting Professor attached to Punjab and Kurukshetra Universities under the Fulbright Scheme.

Prof. D.B. Robinson and Dr. R.M. Reeser, of Ohio University, are working with the U.S. Aid Team at Rajasthan Agricultural University as Extension Adviser and Farm Management Adviser respectively.

Dr. Gilbert Fite, of Missouri University (U.S.A.), joined Jadavpur University as a visiting professor in August for one year. The American Government has undertaken to keep one visiting professor at this university for the next five years. Dr. Fite will teach American History at the university's Department of International Relations.

Dr. Range Willard, Associate Professors of Political Science, Georgia University (U.S.A.), is a visiting professor at Karnatak University under the Fulbright teacher exchange scheme.

Dr. Piara Singh Gill, Head of the Department of Physics, Aligarh University, and Director of Gulmarg Research Laboratory, has been appointed Director, Central Scientific Instruments Organisation.

Prof. Humayun Kabir, Union Minister for Scientific Research and Cultural Affairs, has been elected General President of the 31st session of the Indian Science Congress to be held in 1964.

Dr. Atmaram, Director of Central Institute of Glass & Ceramics, has been elected General Secretary of this Congress for a period of three years beginning February, 1963.

Dr. S. Dhawan, Professor of Aeronanautics, assumed charge as Director of the Indian Institute of Science, Bangalore, on December 31, 1962.

Shri B. S. Kesavan, Librarian, National Library, Calcutta, has been appointed Director, Indian National Scientific Documentation Centre (INSDOC)

Dr. Badri Narayan Sharma, of the Indian Navy, has been appointed senior research associate in the Experimental Pathology Department of Birmingham University for a year.

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UNIVERSITY NEWS

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HOWSOEVER laudable an objective a new journal sets before itself, its worth is ultimately judged by the impact it creates on its readers. For this reason, when the first number of *University News* came out in February, we preferred not to think in terms of having accomplished anything extraordinary until the reaction of our readers became known. Now that a clear picture of the enthusiastic welcome the inaugural issue has received at all hands is available, it can be said with a fair amount of justification that the publication of this journal has fulfilled a longfelt need.

While it is particularly encouraging that the Vice-Chancellors of Indian universities have, on the whole, received the journal well, it is indeed gratifying to note that various other educational authorities and organisations, too, have found it interesting and useful. *University News* has also aroused considerable interest among the cultural attaches of foreign missions in New Delhi, many of whom have found in it an appropriate gift to be sent home to educational organisations interested in learning about educational developments taking place in this country.

A large number of our readers have written to us expressing their appreciation of the journal. We take the liberty of quoting just a few, in the hope that their views will be shared by most of our readers—

Prof. (Miss) R.N. Rose of the Regional Institute of Technology, Jamshedpur, writes: "I personally feel it is a *must* for each and every college or institute... *University News* could be of immense help not only in supplying the necessary information but also in helping us to communicate with other colleges and universities."

Shri N.A. Gore from Aurangabad: "...a bulletin packed from cover to cover with latest information on higher education in India."

Executive Secretary of the Royal Society, London: "I have read this with interest and will show it to my colleagues."

Head of the Information Service of the International Universities Bureau, Paris: "This is a most informative and useful document, and we shall much look forward to receiving future issues of it."

At the moment we would rather not hazard any prediction as to what place *University News* will occupy in the years to come in the broad movement towards the promotion and co-ordination of higher education in this country. It will all depend on our own resources and continued endeavour to shape the journal in accordance with the needs of our readers, as well as on the continued interest and cooperation *University News* will receive from various educational authorities and organisations. However, it is heartening to note that a good beginning has been made.

—*Editor*



A group photograph taken in Bombay on the occasion of the 38th Annual Meeting of IUB

Spotlight on I U.B. Meeting

Vice-Chancellors Discuss Matters of Moment in Bombay

Vice-Chancellors of 36 Indian and one Ceylonese universities met in Bombay from Febuary 7 to 9 to discuss various current problems facing the universities and institutions of higher learning. The occasion was the 38th annual meeting of the Inter-University Board of India.

The importance attached to this meeting is evident from the fact that apart from 38 Vice-Chancellors (out of 40 who were members of the Board), Shri Y.B. Chavan, Union Defence Minister; Maj.-Gen. Virendra Singh, Director-General of NCC; Dr. Sushila Nayar, Union Health Minister; Shri Shantilal Shah, Minister of Education, Maharashtra State; Dr. D.S. Kothari, Chairman of UGC; Shri P.N. Kirpal, Education Secretary; Shri G.K. Chandiramani, Joint Educational Adviser, Ministry of SR & CA; Dr. G.S. Mahajani, Member, UPSC; Dr. K.L. Joshi, Chief of Education Division, Planning Commission; and representatives of various other organisations participated in the deliberations. Representatives of the U.S. Education Foundation and the British Council were present as observers. The Chief Minister of Bombay attended the concluding session which was addressed by Mr. Chavan.

The meeting was presided over by the outgoing President of the Board, Shri S. Govindarajulu, Vice-Chancellor, Sri Venkateswara University. SNDT Women's University played host to the delegates.

Shri Shantilal Shah, in his inaugural address, called upon the Vice-Chancellors of Indian universities to give urgent consideration to the problem of the medium of instruction, keeping in view the need for national integration. This question, he said, need not be examined according to the legal interpretation of the Constitution. Rather the Constitution was to meet the educational needs of the country and should be amended if found necessary.

Referring to the question of including university education in the Concurrent List of the Constitution —one of the items on the agenda— the State Education Minister said that such a step would widen the scope of conflict between the Centre and the States. (Later, the Board, after some discussion referred the question to its Standing Committee for further consideration.)



Shri Govindarajulu delivering the presidential address. Seated beside him are (from l to r): Dr. P. Parija, Chairman of the Standing Committee of IUB; Shri Shantilal Shah, Education Minister, Maharashtra State; and Smt. Thackersey Vice-Chancellor of SNDT University.

Shri S. Govindarajulu, in his presidential address, stressed the need to eliminate multiple control over universities by different statutory bodies, excepting through the University Grants Commission. Increasing control of statutory bodies over universities, he said, resulted in "an undesirable encroachment on the autonomy of the universities".

Referring to the question of the medium of instruction, he said that the medium should be bilingual— the regional language and English. An adequate knowledge of English was essential if it was to be used as the medium for pursuing post-graduate studies and research.

The three-language formula, he added, should be adopted "more sincerely and realistically". In non-Hindi areas the burden on the student should be limited to enable him to acquire that amount of knowledge of Hindi which was necessary.

Analysing the causes of indiscipline among students, he referred to their exploitation by "public men" and remarked: "The recent legislation making it criminal to advocate separation of any part of India, should be followed by a legislation which could punish anybody exploiting students."

Smt. Premlila V. Thackersey, Vice-Chancellor of SNDT University, welcomed the guests and the members of the Board. Dr. P. Parija, Chairman of the Standing Committee of the Board, proposed a vote of thanks.

Dr. Triguna Sen

Dr. Triguna Sen, Rector, Jadavpur University, was elected President of the Inter-University Board for the year 1963-64.

Shri M.S. Mehta, Vice-Chancellor, Rajasthan University; and Shri Sudhi Ranjan Das, Vice-Chancellor, Visva-Bharati; were elected new members of the Standing Committee of the Board.

Next Meeting of I.U.B.

The Board accepted the invitation of Banaras Hindu University for holding its 39th annual meeting and the quinquennial conference at Varanasi.

Compulsory N.C.C. Scheme Endorsed

One of the important decisions taken at the meeting of the Inter-University Board at its Bombay meeting was to make NCC training compulsory for all able-bodied under-graduate students (men only) from the next academic year.

At the concluding session, which was addressed by the Defence Minister, Shri Y.B. Chavan, and the Director-General of NCC, Major-General Virendra Singh, the Vice-Chancellors agreed to implement the compulsory military training scheme, which will cover about 7.5 lakh students upto the graduate level. For post-graduate students the training will be optional.

All new entrants will join the NCC Rifles in the first instance. After two years' training in the NCC Rifles, selected cadets will be taken for the third year in the NCC Senior Division. Those not selected will continue for their third year in the NCC Rifles. After the completion of the three-year training, further participation will be optional.

Object of Training

The NCC organisation, the Defence Minister explained, played an important part in finding officers for the Army. More than 50% of the officers commissioned in the Army had in some way been connected with NCC.

Shri Chavan reminded the members of the Inte-University Board that for a long time need was being felt for introducing in some form national service for university students. NCC suitably met this need. While it gave good preliminary training to those who wished to join the Army, it disciplined the way of life of others.

The Defence Minister pointed out that as the regular Army was being expanded and there was a general shortage of Army officers, it might not be possible immediately to make available from the Army all the officers NCC needs.

Major-General Virendra Singh mentioned 3,500 NCC Officers were to be trained by June this year for the implementation of the compulsory military training scheme. He urged the Vice-Chancellors to make available sufficient number of professors and lecturers to undergo pre-commission training to be carried out at the Officers' Training School, Kamptee; the NCC Academy, Purandhar; and the eight Pre-commission Zonal Camps.



The Defence Minister addressing the IUB meeting

After the speeches of Shri Chavan and Maj.-Gen. Virendra Singh, a general discussion followed, at the conclusion of which the Vice-Chancellors passed the following resolution for the guidance of Indian universities :

(i) NCC training is to be compulsory. The compulsion is to be imposed by the rules of the university and legislation is not desired.

(ii) The compulsion will be for men under-graduates only for a period of 3 years, even though after this period, and for others, it would be available on a voluntary basis.

(iii) During the prescribed period of compulsory NCC training the grant of exemption for physical reasons should be rigidly controlled and perhaps kept in the hands of the highest authority in the university.

(iv) Indication of the academic achievement of students should be based only on academic achievement and should not be affected by other achievements. It is not necessary to add any marks to examination achievement in academic subjects because of NCC training or special merit in it. It is, however, desirable to record in the university diploma, the grade obtained by the candidate in NCC, such as excellent, very good, etc., and also NCC achievements, such as B & C Certificates.

(v) The refreshment allowance for NCC cadets should be restored. It was stated that 11 State Governments had already agreed to do so. It is necessary that the remaining State Governments, also should agree to this.

(vi) During the period of compulsory training no student could be considered to have satisfactorily completed a year's academic course unless he attends during that year 75% of the parades. But this minimum of 75% attendance at parades should not lead to the belief that he could be absent for the remaining 25%. The general improvement of efficiency expected to be achieved through NCC training should aim at cadets putting in 100% attendance at parades, and the granting of leave should be by NCC officers who should keep the ideal of 100% attendance in mind. The medical certificate, either for complete exemption from NCC training or for leave, when needed, should be by the medical officer of the NCC or, at any rate, by a medical officer of the educational institution.

Students appearing in examinations after private study and women students are not included in the present compulsory scheme.

Union Health Minister Meets Vice Chancellors

Dr. Sushila Nayar, Union Health Minister, met the Vice-Chancellors assembled for the Inter-University Board's meeting on February 8.

The Board resolved that in view of the national emergency, candidates who had passed a final examination of M.B.B.S. should be awarded the degree on the completion of one-year housemanship in hospitals approved for this purpose and that the internship should be abolished. They also accepted Dr. Nayar's suggestion that in the case of doctors joining the defence services one year of service may be treated as equal to housemanship. The universities would give the degree on receiving a certificate from the defence service authorities that the medical student had completed one year with them.

Accelerating Supply of Engineers

Shri G.K. Chandiramani, Joint Educational Adviser to the Ministry of SR & CA, at the meeting of the Inter-University Board in Bombay, recommended to the Vice-Chancellors, for favourable consideration, the suggestions of the All-India Council for Technical Education for accelerating and augmenting the supply of Engineering degree-holders in order to meet the needs of the present emergency.

The suggestions were that the universities should endeavour to shorten the Engineering course by (a) making the final year students go through an accelerated course, (b) cutting summer vacations and holidays, (c) holding practical examinations before the written examination, and (d) expediting the submission of results by examiners, if necessary by modifying and simplifying the examination system itself. Other suggestions related to the holding of two examinations in a year for final year students and separate three-year courses for students who have already passed the Bachelor's degree in Science.

These suggestions were generally commended by the Vice-Chancellors and the universities were asked to give them due consideration.

N.I.C. Resolution on Language Ratified.

The decision of the Vice-Chancellors' Conference, held in October last year, in regard to the medium of instruction was ratified at the Inter-University Board's Bombay meeting.

The Vice-Chancellors' Conference had, in turn, endorsed the decision of the National Integration Council, which stated that though the replacement of English as the teaching medium was inevitable, the transition should be made without jeopardising the standard of education and only after careful preparation of textbooks, teachers and additional reading material in the alternative languages. The Council also laid stress on the importance of teaching English as a compulsory subject even after the changeover to regional languages and on improving the standard of both English and Hindi in Indian universities.

The resolution sponsored by the Standing Committee of the Board, which met a day before the general body meeting started, stated : "If any university desires to introduce as the medium of instruction any of the regional languages mentioned in the Constitution of India, provision should be made for the same simultaneously in English or any Indian languages." The contents of this resolution were approved by the Board.

Rural Services Diploma

The Inter-University Board took up the question of the recognition of the Rural Services diploma course as equivalent to the first degree of a university. It was decided that candidates holding the diploma may be considered eligible (for the next five years) for admission to the Master's degree courses in Economics, Sociology, History, Political Science and similar other subjects in the Humanities.

Sabbatical Leave for teachers

The Board recommended that sabbatical leave should be allowed to all categories of universities' staff, including lecturers. The Board also called upon the Ministry of Education and the universities to contribute towards a central fund for the institution of travelling fellowships for teachers.

Reservation of Seats

With a view to encourage national integration at university level, the Board recommended that admissions should be made on merit only and in courses where the Central Government had given cent per cent grants an "appreciable" number of seats might be reserved for qualified students from outside the university, while in all other cases 10% seats should be reserved for outside students on a reciprocal basis.

New Members of I.U B.

The Universities of Vidyalankara (Ceylon), Burdwan (West Bengal), and U.P. Agricultural University, Pantnagar (U.P.), were admitted new members of the Inter-University Board of India at its 38th annual meeting. The latter two universities will be members of the Board for a period of five years only in the first instance. Thirty-eight Indian universities and one Ceylon university were already members of the Board. The membership of the Board now stands at 42.

The Board also admitted the Indian Agricultural Research Institute, New Delhi, as its first associate member.

On the applications for membership from Ranchi, Bhagalpur and Magadh (Gaya) Universities, the Board resolved :

"that the Inter-University Board finds that there are certain features in the Act of the Bihar Universities which do not appear to be conducive to the efficient development of proper academic atmosphere. In the circumstances, the Board would like to watch the working of the Universities of Ranchi, Bhagalpur and Magadh for some more years before admitting them to the membership of the Board".

Applications of Punjabi University, Jodhpur University, Rajasthan Agricultural University, and Varanaseya Sanskrit Vishwavidyalaya are under consideration and will be taken up at the next meeting of the Board, by which time these universities would be able to satisfy the condition that they are more than one year old.

Tidings and Trends

MPs' Committee Favours Uniform Pattern of Education

The Informal Consultative Committee of MPs attached to the Ministry of Education, at a meeting in New Delhi on March 6, discussed at length various aspects of declaring education a concurrent subject.

The consensus of opinion was that the Central Government should be enabled to exercise its powers and responsibilities more effectively in the matter of higher education in the country. Both from the point of view of standards and practicability it was thought desirable to have a uniform pattern of higher education. It was desirable also from the broader point of view of the country's unity and integrity.

Dr. K. L. Shrimali, Union Minister of Education and Chairman of the Committee, announced that a sub-committee would soon be appointed to examine the constitutional provisions relating to the co-ordination and determination of standards in institutions of higher education or research. This, he said, was being done to examine all aspects of the question and recommend, if necessary, the amendment of the present Constitutional provisions.

University Grants Under Stringent Review

The University Grants Commission proposes to adopt the procedure of recalling the grants made to universities if these are not utilised for specified purposes within the stipulated time. The audit reports on the accounts of UGC for the period from 1958-59 to 1961-62, placed before the Lok Sabha on March 13, brought out instances of delays on the part of certain universities in the utilisation of grants made to them.

In 1961, 16 universities received grants amounting to Rs. 28.31 lakhs for the establishment of Tagore Chairs, and the directions were that the grants should be invested in fixed deposits with the State Bank. The audit report pointed out that no records were available to indicate that the universities had invested these grants and that the interest earned from them was being spent for the purpose for which the endowments were created.

In U. P. recently, the State Education Minister confirmed that the U. P. University Inquiry Commission had found irregularities in the expenditure incurred by the Universities of Agra, Lucknow, Allahabad, Gorakhpur and the Sanskrit University, Varanasi. He said the State Government proposed to appoint financial advisers to these universities to prevent recurrence of such financial irregularities.

Cut in Education Budget

A reduction of Rs. 2.20 crores has been made in the current financial year in view of the national emergency, said Dr. K.L. Shrimali, Minister of Education, in the Lok Sabha on February 20. The Minister added that the reduction had resulted in the curtailment or postponement of some activities of the Government-aided institutions but the cuts were not likely to affect essential programmes.

Grants for Evening Colleges

The Government of India is considering steps to implement the recommendations of the Expert Committee on Evening Colleges. A scheme is being prepared on the basis of the recommendations to give grants to those colleges and universities which are willing to start evening classes or colleges.

Free Education for Children of Jawans

Since the declaration of the present emergency, the Government of India has made education free in the various Union Territories for the children of the service personnel and all those persons who were killed or disabled while in action on the front.

This facility is available in institutions which are run or aided by government or local bodies, up to the collegiate standard. The same concession has been agreed to be provided by the four central universities as well. The Government of India has advised the State Governments also to provide similar facilities.

University not Industry

The Supreme Court on April 1 ruled that educational institutions do not fall within the definition of "industry" under the Industrial Disputes Act, 1947.

The judgement was delivered on an appeal filed jointly by Delhi University and Miranda House (a university college for women) challenging the validity of the orders of the Industrial Tribunal that they must pay retrenchment compensation to two of their employees in accordance with the provisions of the Industrial Disputes Act. The appellants' objection was that the work carried on by the university was not an "industry" under the Act.

Allowing the appeal, the Supreme Court held that it could not have been the policy of the Act that education should be treated as an industry, and therefore the employees of educational institutions were not entitled to obtain adjudication of their disputes with the institutions under the provisions of the Act.

180 Days of Work

Forty-four universities have accepted the proposal to have 180 or more working days in a year, exclusive of examination days. This was stated by Dr. K.L. Shrimali, Union Minister of Education, in the Rajya Sabha on January 24.

Three-year Degree Course

The State Universities of Uttar Pradesh, namely, Agra, Allahabad, Gorakhpur and Lucknow, and the University of Bombay in Maharashtra have not yet agreed to the introduction of the three-year degree Course. This was stated by Dr. K.L. Shrimali in the Rajya Sabha on February 28.

U.G.C. Office Shifts

The Office of the University Grants Commission has shifted to its newly constructed building at Mathura Road, near Hardinge Bridge, New Delhi.

Dr. Deshmukh's Foreign Tour

Dr. C.D. Deshmukh, Vice-Chancellor, Delhi University, accompanied by his wife, Mrs. Durgabai Deshmukh, is scheduled to leave Delhi on May 23 on a two-month tour of Britain and America. During the first leg of their British tour from May 25 to June 30, they will visit the National Institute of Social Work Training, London; the University College of Swansea; and the Universities of Reading, Oxford and Cambridge. At Cambridge University Dr. Deshmukh will deliver the Smuts Memorial Lecture.

In America, the Deshmukhs will attend the World Food Congress in Washington from June 4 to 18. Dr. Deshmukh will participate in the Congress as a member of the Preparatory Committee of FAO and Mrs. Deshmukh will read a paper on training of nutrition personnel. Their other engagements in Ameriea include visits to the Universities of Princeton, Pennsylvania and Harvard.

During the second part of their British tour, Dr. Deshmukh will receive an honorary degree of Doctor of Laws from the University of Leicester on July 12.

Dr. Laroia Attends Bandung Meeting

Dr. B.D. Laroia, Secretary, Inter-University Board of India,attended as an observer the fourth general conference of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) held at Bandung from April 16 to 18. The Association has a membership of 27 universities from eight Southeast Asian countries.

This was the first occasion on which an Indian representative was invited to attend the conference as an observer.

Uniform Pay Scales for Teachers

The All-India Federation of University and College Teachers' Organisations, at its two-day session in Calcutta from February 24 to 25, demanded uniform scales of pay and conditions of service for all teaching staff in the universities and colleges in the country. In another resolution, the federation urged the formation of grants commissions on State level.

Regional Colleges of Education

To meet the shortage of qualified teachers for the various streams of higher secondary and multipurpose schools, four Regional Colleges of Education are being set up by the National Council of Educational Research and Training. The Colleges will start functioning from July 1963 at Ajmer, Bhopal, Bhubaneswar and Mysore. The project is being assisted by the U.S. Agency for International Development which will provide technical assistance in the form of educational consultants, equipment totalling $ 300.000, and training for 20 teachers at the Ohio State University.

Research Methodology

The National Council of Educational Research and Training has organised a nine-month training course in Research Methodology commencing in March 1963. The object of this course—the first of its kind—is to build up a corps of research workers in the field of education which would be available for the research projects of the Council and the studies and investigations taken up by the universities and teacher-training colleges.

● The National Council of Educational Research and Training has sanctioned a grant of Rs. 10,000 for a curriculum research study in Home Science offered at the Lady Irwin College, New Delhi. The findings of the project "An evaluation of the Home Science Curriculum at the Lady Irwin College" may help in furthur improving the Home Science programme at the college level in India.

● It is understood that the committee appointed by the Ministry of Education for preparing a model Act for all Indlan universities has almost completed its work and is preparing its report for submission to the Ministry.

● The Governor of Uttar Pradesh has called a conference of the Vice-Chancellors of U.P. universities in the third week of May at Naini Tal "to give serious thought to the problem of women's education".

● A rural institute for women will start functioning in Indore from July. The main object of the institute is to provide higher education to women from rural regions.

Centres of Advanced Studies

To concentrate resources on raising standards of teaching and research in Indian universities it has been decided to establish, for some selected subjects, "Centres of Advanced Studies" in those university departments where good work is already being done.

Each centre will have a team of professors, readers, and research associates of outstanding ability and qualifications, actively engaged in research and advanced teaching. This combination of research and advanced teaching, providing contact with fresh young minds, is expected to generate a proper climate for serious and sustained academic work.

A substantial proportion of the staff will be "floating" personnel, coming to these centres for long or short periods on deputation from other universities, and possibly from abroad, thus encouraging movement of senior teachers and scholars from one region to another and strengthening the corporate intellectual life of the country.

The centres will be parts of the universities where they will be established, but will have enough autonomy for their smooth internal working and effective performance on an all-India basis. Wherever possible, they will work in close collaboration with the National Laboratories of the Council of Scientific and Industrial Research.

Unesco Grant

During the third Plan period, 20 such centres are to be set up, 10 of which will receive grants from Unesco to the tune of $ 887,000 during the next six years in the form of equipment and Russian experts. In addition to this assistance, UGC is expected to make a contribution of Rs. 1.3 crores to meet the expenditure on buildings, equipment, books and recurring items. The following departments will be assisted by Unesco in 1963-64 :

Calcutta and Jadavpur Universities—Centres for Applied Mathematics.

Osmania University — Centre for Geology & Geophysics.

Delhi University—Departments of Physics and Chemistry.

Madras University—Departments of Botany and Physics.

During 1965-66 the following additional centres will receive assistance:

Delhi University—Department of Botany.

Osmania University—Department of Chemistry.

Bombay University—Institute of Chemical Technology.

Institute of Economic Growth Inaugurated

The formal inauguration of the Institute of Economic Growth, Delhi, and the dedication of its Sri Ramakrishna Hall was performed by Dr. Zakir Husain, Vice-President of India, on February 25, 1963.

The Institute of Economic Growth was carved out of the Delhi School of Economics in May 1958, when it was felt that the School should restrict itself to functioning as the Department of Economics of Delhi University and that part of its activities which constituted the all-India centre should be transferred to a distinct unit.

The Ford Foundation have, in addition to a large initial grant, sponsored and financed the course in Research Methodology, which is conducted twice a year (from January to May and from August to December). The support of UGC has now been promised for this course. About 20 candidates with Master's degree are admitted to each term of the course, and normally six scholarships are given to selected candidates who are not sponsored by any institution. Unesco proposes to establish shortly five fellowships in Research Methodology for the benefit of students from the neighbouring countries of South-East Asia.

The Institute is providing, for a limited number of persons, facilities for research work for the Ph. D. degree of Delhi University. Since October 1962, it has also been operating a course in Econometrics and Mathematical Economics, primarily for teachers and research workers of the university.

In the very near future, the Institute expects to start post-M.A. diploma courses of one year's duration in Demogaphy, Agricultural Development and Techniques of Planning—subjects in which the Institute has some special competence.

The backbone of the Institute, however, is its research work. The Ministry of Health have been providing support for a research section in Rural Demography since 1958 and have recently provided additional grant for a section in Urban Demography. Since 1961-62, the Ministry of Commerce and Industry have been supporting a research section in Industrial Development and the Ministry of Food and Agriculture a research section in Agricultural Development. The Ford Foundation have made a new grant for a research section in Planning and Development for a period of four years, which includes a substantial provision for getting foreign experts.

The Institute offers a number of post-doctoral fellowships, usually to university and college lecturers of some standing and experience or to research workers with experience in Government or research organisations. These fellowships are normally for a period of one year.

Parapsychology Centre Proposed

It is understood that a scheme for the establishment of a research centre in Parapsychology has been put forward by Dr. J.G. Pratt, Assistant Director, Parapsychology Laboratory, Duke University (U.S.A.), and Dr. K. Ramakrishna Rao of the same Laboratory, who visited India early this year. The pattern proposed for this research centre is on the lines generally approved by UGC for the "Centres for Advanced Studies". The two visiting experts have, in their scheme, suggested that the proposed centre should be a part of one of the older universities which have facilities for research in social, biological and physical sciences.

Madras Institute of Mathematics

The first anniversary of the Institute of Mathematical Sciences, Madras, was celebrated on January 14, 1963 in the presence of the Visiting Professors R.E. Marshak, of the University of Rochester, and N. Fukuda, of Japan.

Two professorships entitled "Niels Bohr Professorship" and "Ramanujam Visiting Professorship"



Prof. Marshak unveiling the protrait of the eminent Indian mathematician Ramanujam on the occasion of the first anniversary of the Institute of Mathematical Sciences.

were announced on the occasion. Professor R.E. Marshak became the first Niels Bohr Visiting Professor for the year 1963. He has already given a series of 15 lectures on the Theory of Weak Interactions at the Institute.

The Institute of Mathematical Sciences was set up by the Government of Madras in January 1962 for original investigations in fundamental sciences in general and in Mathematics, Applied Mathematics, Theoretical Physics and Astrophysics in particular. Prof. S. Chandrasekhar, now at the University of Chicago, is the Honorary Professor of Astrophysics, and Prof. Alladi Ramakrishnan (Director of the Institute) is the Professor of Theoretical Physics. About a dozen scholars are working for Ph.D. under various members of the academic staff.

Agricultural Research Institute

The Indian Agricultural Research Institute, New Delhi, which has been recognised as one of the institutes "deemed to be universities" under section 3 of the UGC Act of 1956, is the first non-statutory institution to be admitted as an associate member of the Inter-University Board of India.

The Post-graduate School of the Institute which provides training in the various fields of Agricultural Science, leading to the award of Ph.D. and M.Sc., was established in October 1958, and IARI has been functioning as a university since then. Earlier, a two-year training in the Institute leading to the diploma of Associateship of the Institute was established.

Departments of Study

The Institute has 13 Divisions. At present M.Sc. and Ph.D. courses are being organised in Agronomy, Agricultural Economics, Agricultural Extension, Agricultural Botany, Horticulture, Entomology, Mycology & Plant Pathology, Soil Science, and Agricultural Chemistry. The Divisions of Agricultural Engineering, Agricultural Physics and Plant Introduction are not yet full-fledged degree-granting departments.

The academic session of the Post-Graduate School commences in October and each year approximately 150 students are admitted to the M.Sc. and Ph.D. courses. Residence in the hostels attached to the Institute is compulsory. Unlike in the other Indian universities, classes or divisions are not awarded, but the final performance is judged from the over-all grade-point average secured by the student.

The Institute's Central Library is considered to be one of the best agricultural libraries in the East. Extensive farm area ; excellent Sahiwal herd of milch cows ; a comprehensive collection of crop plants, insects, fungi, bacteria and viruses ; a cartographic laboratory ; and facilities for agricultural research through electro-microscope and radio-isotopes are other distinctive features of the Institute.

Expansion of Technical Education

Shri Humayun Kabir, Union Minister for Scientific Research and Cultural Affairs, outlined in the Lok Sabha on January 23 the proposals under consideration to increase the output of engineers and technicians from the existing institutions. The following are the proposals :

(i) To increase admissions in existing institutions by 3,000 for the first degree courses and by 9,000 for diploma courses.

(ii) To organise a special two-year diploma course for technicians at selected centres.

(iii) To organise part-time diploma courses at about 25 centres, each with 100 admissions.

(iv) To institute special three-year degree courses in Engineering for Science graduates.

(v) To accelerate, at selected institutions, the training of the students now studying in the third and final years of degree courses.

(vi) To organise a special degree or equivalent course for diploma-holders.

Graduate Architects in India

With the steadily increasing demand for architects in India, the number of institutions offering Architecture at the degree level has increased from 3 in 1952 to 8 in 1961, states the February 1963 issue of *Technical Manpower*, a monthly bulletin issued by the National Register Unit of CSIR.

The number of graduate architects turned out each year increased from 4 in 1952 to 18 in 1956, going up to 106 in 1959, and finally reaching an all-time high of 137 in 1961. The National Register of Scientific and Technical Personnel shows a total of 641 graduate architects residents in India and 18 presently abroad.

Scientists' Pool

Particulars of 110 persons who have recently been selected to the Scientists' Pool of the Council of Scientific & Industrial Research for temporary placements as scientists, technologists, engineers and medical specialists, are given in a special "Pool Supplement" to *Technical Manpower*

The Pool officers are attached to Government Departments, State industrial enterprises, National Laboratories or scientific institutions, or given some other work depending on the requirements and their qualifications and experience. They are paid salaries by CSIR generally between Rs. 400 and Rs. 700 per month (exceeding Rs. 700 in exceptional cases), as recommended by UPSC, till they secure permanent posts or are seconded to any other organization.

Scientific Research and Defence

A seven-member Steering Committee headed by the Director-General of CSIR has been set up to act as the focal point of reference on scientific and technical problems of defence in which the National Laboratories could assist. The first meeting of the Committee was held in New Delhi on January 29, 1963. It was decided to create defence cells in the Central Electrochemical Research Institute, Karaikudi ; the National Physical Laboratory, New Delhi ; and the National Metallurgical Laboratory, Jamshedpur.

N.P.L. to be Reorganised

Research Work in the National Physical Laboratory, may be reorganised in the light of the report made by Professor P.M.S. Blackett to the Government of India.

Professor Blackett, who made a study on the working of the various research departments of NPL recently, is understood to have suggested that research should be undertaken project-wise and preference given to short-term schemes. It is learnt that Prof. Blackett has also advised the bifurcation of the Laboratory into two units, one relating to basic and fundamental research and the other to applied research.

Biophysics Division at CLRI

A new Biophysics Division was formally declared open on February 1 at the Central Leather Research Institute, Madras. An electron microscope with magnification of 200,000 times has been acquired by this Division.

Marine Biological Institute

It is reported that the Goverument of Gujarat has decided to set up a Marine Biological Research Institute at Okha during the third Plan period. The institute, which is estimated to cost Rs. 35 lakhs, is likely to receive grants from Unesco as well. Tne Fisheries Department, which is expected to be ready by 1964, has already received substantial equipment.

High Altitude Research

The Governing Body of CSIR, at its meeting in New Delhi on March 23 and 24, approved a proposal to constitute a committee to serve as the focal point of thought on scientific problems concerning high altitudes and the Himalayan region. The committee will be headed by the Director-General of CSIR and will include, amongst others, the Minister of Defence; Dr. D.N. Wadia; Directors-General of the Meteorological Department, the Survey of India and the Geological Survey of India; and Directors of the Botanical Survey of India and the Zoological Survey of India.

Science Talent Search

The National Council of Educational Research and Training is implementing a programme of "Science Talent Search" as a pilot project in Delhi Territory during the current year. The object of the project is to discover science talent among pupils as early as possible and help the talent so located to develop into a scientific mind. Any student studying in the final year of a recognised higher secondary or multipurpose school, who is certified by his teacher as above average in Science and/or Mathematics can enter the contest.

The first Science Talent Search will be held in April 1963 and will finish in a day of two sessions. On the result of a written test, a suitable number of competitors will be called for interview. Winners will be awarded scholarships at the rate of Rs. 50 in the first year, Rs. 75 p.m. in the 2nd year and Rs. 75 p.m. in the 3rd year—provided they join a Science course in the university. Each recipient of the scholarship will also receive a basic unit of Science books and appliances costing about Rs. 100 during each year of his study.

Radiological Physics Course

The Atomic Energy Establishment, Trombay, has decided to make the one-year course in Radiological Physics, started in April 1962, an annual affair. The Establishment's Health Division is already conducting short-term courses, lasting four to six months, in the safety aspects of medical and industrial uses of radiation. These courses are open to doctors, physicists, industrial engineers and research workers.

The Training School, started in August 1957, every year trains about 150 young Science and Engineering graduates from various Indian universities in specialised fields of Nuclear Science and Engineering. The one-year course provides orientation in Physics, Chemistry, Engineering and Metallurgy.

Geomorphological Studies

A South Asian Regional Introductory Course in Geomorphological Studies, with special reference to arid lands, will be organised by the Unesco South Asia Science Co-operation Office, New Delhi, in collaboration with the Government of Pakistan. The course will be held at the Geophysical Institute, Quetta, from May 20 to June 8, 1963. Further particulars can be had from the Unesco Office, 100 Sundar Nagar, New Delhi.

Hydraulic Engineering

The seventh International Course in Hydraulic Engineering will be held from October 17, 1963 to September 11, 1964 at Delft (Netherlands). This course is organized by the Technological University of Delft in collaboration with the Netherlands Universities Foundation for International Co-operation.

The course is intended for graduates in Civil and Hydraulic Engineering with practical experience. The programme comprises: Tidal & Coastal Engineering, Rivers and Navigation Works, Reclamation, Theoretical and Experimental Hydraulics, Foundation Engineering and Hydrology. The medium of instruction will be English. The closing date for applications is July 31, 1963. Further particulars may be obtained from the Netherlands Embassy in New Delhi.

MEDICAL EDUCATION

Steps for Quicker and Larger Out-turn of Doctors

In a circular letter sent to all medical colleges in the country, the Medical Council of India is understood to have set forth steps to expand and accelerate medical education to meet the shortage of doctors in the country in general and to meet the needs of the national emergency in particular. The steps recommended are:

(i) Curtailment of the duration of the MBBS course to four-and-a-half years.

(ii) Substitution of the one-year internship by one-year housemanship as a pre-requisite condition for full registration.

(iii) Provisional registration of medical graduates joining the Armed Forces and adjustment of their one-year service in the Army with the one-year of housemanship in the case of others for purposes of granting full registration.

(iv) Holding of supplementary examinations quarterly to allow failed students the earliest possible chance to get through.

(v) Increase in the number of admissions to 200 in the fully developed medical colleges.

Medical Centre at Baroda

Edinburgh University, the World Health Organization and the State of Gujarat are combining in an experiment to develop a strong Medical Centre at the Medical School of Baroda University. Under the project, six teachers are to be made available by Edinburgh University for a period of six years. The first group of five doctors will be arriving in India for the academic year beginning in June 1963.

● The Ministry of Health's proposal to abolish integrated courses in medicine will, if implemented, affect about 50,000 medical graduates. Thls was stated by a representative of the National Medical Association of India in New Delhi recently. He said in India there were about 150 colleges providing integrated courses in ancient and modern systems of medicine.

Campus Notes

UNIVERSITIES

New Members of I.U.B.

Vidyalankara University, Kelaniya (Ceylon), situated in a suburb six miles from Colombo, is a statutory and multi-faculty university and has been in existence for over three years. It makes no distinction of caste or creed for admission purposes and its statutes and regulations are similar to those of the University of Ceylon, Peradeniya, which is already a member of the Inter-University Board of India. The medium of instruction in the university is Sinhalese, but English is being taught as a second language to all students who have not passed in the subject at the local G.C.E. Examination.

At present there are four faculties in the university, that is, of Budhist Studies, Arts, Languages and Philosophy. The university proposes to establish in the near future two more faculties, one in Science and the other in Ayurveda. There are 743 students at present on the roll, the first batch of 36 students having completed a three-year degree course.

The Chancellor of the university is H.E. the Governor-General of Ceylon; the Minister of Education is the Pro-Chancellor; and Venerable Kiriwattuduwe Pannasara, LL.D., is the Vice-Chancellor.

Burdwan University, Burdwan (West Bengal), established in June 1960, is a teaching-cum-affiliating university. There are 34 colleges affiliated to the university, including the Regional College of Engineering at Durgapur, the College of Textile Technology, and the Teachers' Training College. The university has already established eight post-graduate departments of study—English, Bengali, Sanskrit, Economics, Mathematics, Physics and Chemistry. Total enrolment for the two years course in these departments is 383.

A brief description of U.P. Agricultural University, Pant Nagar, which is also a newly admitted member of IUB, was given in the previous issue.

Young University

Shivaji University, Kolhapur, established on September 1, 1962, is the youngest of the 55 universities at present functioning in India. The university was formally inaugurated on November 18, 1962 by the President of India, Dr. S. Radhakrishnan.

There are 35 Colleges with an enrolment of about 15,000 students under the jurisdiction of the university. Of these colleges five are situated at the headquarters of the university. The Government of Maharashtra have decided to establish a College of Agriculture at Kolhapur in June 1963. The university is both a teaching and affiliating institution.

New Universities Proposed

The Madhya Pradesh Vidhan Sabha on April 5 passed three Bills for the establishment of two universities at Indore and Gwalior and an Agriculture & Allied Sciences University at Jabalpur.

It is understood that the Central Government has agreed to the establishment of an agricultural university in Andhra Pradesh. Rules and regulations of the university are being framed.

Aims of Kurukshetra University

Shri Pattom A. Thanu Pillai, Governor of Punjab recently opened the newly constructed administrative block of Kurukshetra University. Shri Suraj Bhan, Vice-Chancellor, stated on the occasion that though the university had its pronounced cultural and ethical objectives, it was not designed to be an institution of mere revivalism. Its chief objective was to produce a living synthesis of the old and the new, imbibing the finest Indian values tempered with the dynamism of Europe and America.

COLLEGES

Agra University has granted provisional affiliation upto B.A. standard to two colleges: the Ismail Girls College, Meerut, and the Gulab Singh Hindu Degree College, Chandpur Siau (Bijnor). Recognition in additional subjects and faculties has been granted to 10 colleges.

Gujarat University has affiliated 15 new colleges this academic year, which is an all-time record during any single year for this university. The total number of colleges affiliated to this university now stands at 80.

Kerala University has granted permanent affiliation to the College of Engineering, Trivandrum, for conducting post-graduate courses in (1) Hydraulics, Irrigation and Flood Control; (2) Electrical Machine Design; and (3) Structural Engineering.

COURSES OF STUDY

Banaras Hindu University is going to start a post-graduate and research institute in *Indian medicines* from the next academic session with a yearly intake of 20 students. The three-year training will lead to the degree of M.D. in Ayurveda. The admission will be restricted to medical graduates, and graduates with A.B.M.S. or any other equivalent university degree, provided they have already passed the Intermediate examination. The students admitted would be given a stipend of Rs. 200 p.m. each. In addition, 10 research fellowships will be granted to non-medical graduates for research.

The university proposes to institute shortly a three-year LL.B. course to improve the quality and standard of law teaching.

A new M.Sc. course in *Applied Geology* will be started shortly and Geophysics is going to be separated into a new Department of Geophysics.

Bombay University has instituted a Chair in Mathematics in memory of Shri Bal Gangadhar Shastri Jambhekar, a distinguished scholar and Professor of Mathematics.

The post-graduate department of English has started functioning from the current academic year.

Gujarat University is to introduce the *three year degree course* from June 1963. As a preliminary step,

pre-university courses were started in June 1962 in the three faculties of Arts, Science and Commerce.

A common course in *General Education* for the first two years of the three-year degree course has been framed, and it will be made compulsory for every student in the Faculties of Arts, Science and Commerce.

A new degree course in *Dentistry*, leading to the degree of Bachelor of Dental Surgery, has been framed and it is expected that arrangements to teach it in the new Dental College started by the State Government will be made from June 1963.

One of the colleges affiliated to the university has started a diploma course in *Journalism*.

The proposal to institute a diploma in *Library Science* is under consideration of the university.

Karnatak University is to abolish the pre-professional course leading to Engineering and Medical degree courses, it is learnt. Consequently, admission to these professional courses will be made from among the students who have passed the B. Sc. (Part I) examination. This step is being taken to check the decline in admissions to the B. Sc. degree course.

Kerala University has sanctioned the starting of a degree course in *Nursing* in the School of Nursing, Trivandrum, with effect from 1963, with an intake of 12 students.

Sanction has been accorded by the university for offering *Cost Accountancy* and *Industrial Organisation* as special subjects for the B.Com. degree in the Sree Sankara College, Kalady, from the current academic year.

A diploma course in *Child Health* (D.C.H.) in the Medical College Trivandrum, with an intake of three students is going to be started shortly.

Madras University has decided to institute a diploma course in *Insurance*.

Marathwada University has established four new departments, viz., Departments of Political Science, History and Ancient Indian Culture, Botany and Mathematics.

SUBSCRIPTION NOTICE

University News is issued every alternate month, the first number having been issued in February 1963. There will be thus six issues in 1963. Price per copy: 50 nP *plus* postage. Annual subscription: Rs. 3/sh.6/$1 (by surface mail); Rs. 6/sh.18/$4 (by air mail).

Subscription should be sent by Money Order/Postal Order/crossed cheque (adding the bank commission if the cheque is realised out of Delhi) in the name of the Editor, *University News* c/o the Inter-University Board of India, Rouse Avenue, New Delhi-1. Please note that we normally do not send the journal per VPP.

Osmania University will introduce from the next academic year (1963-64) "special courses" in B.A., B.Sc. and B Com. A special course will be of three years' duration, the first year of which will be common with the general course. The pattern of the special course will be the same as that of the general course except that there will be some additional portion of study in the special subject selected by the candidate. Candidates to these courses will be selected on the basis of a competitive test and only those who secure not less than 50% marks in the desired subject of specialisation and not less than 40% marks in other two subjects will be eligible for admission.

The university has started post-graduate courses in *Psychology* and *Linguistics* with effect from the current year.

A degree course in *Journalism* has been started. Hitherto it was only a diploma course.

The university has instituted a shortened *B.Ed.* course of five months' duration for the benefit of secondary grade trained graduate teachers. The syllabus to be followed is the same as prescribed for the B.Ed. degree except that they do not have to give as many practice lessons as are required to be given by regular candidates.

The question of starting a one-year post-graduate diploma course in science subjects to man multi-purpose schools is also under consideration of the university.

UGC has agreed to finance a new two-year course in *Bio-Chemistry* at the university.

Punjab University has decided to institute Honours degree in *Sociology* for the three-year degree course with effect from the admission of 1963.

The university has introduced a four-year B.Sc. Honours course in *Bio-Chemistry* with effect from the current academic year. It has also been decided to institute a two-year M.Sc. course in Bio-chemistry.

ADMISSIONS

Punjab: Any student who has passed the M.A. examination in the third division and desires to improve his division can now reappear either in both the parts of the M.A. examination or can carry forward marks already obtained by him in one of the two parts and reappear only in the other part.

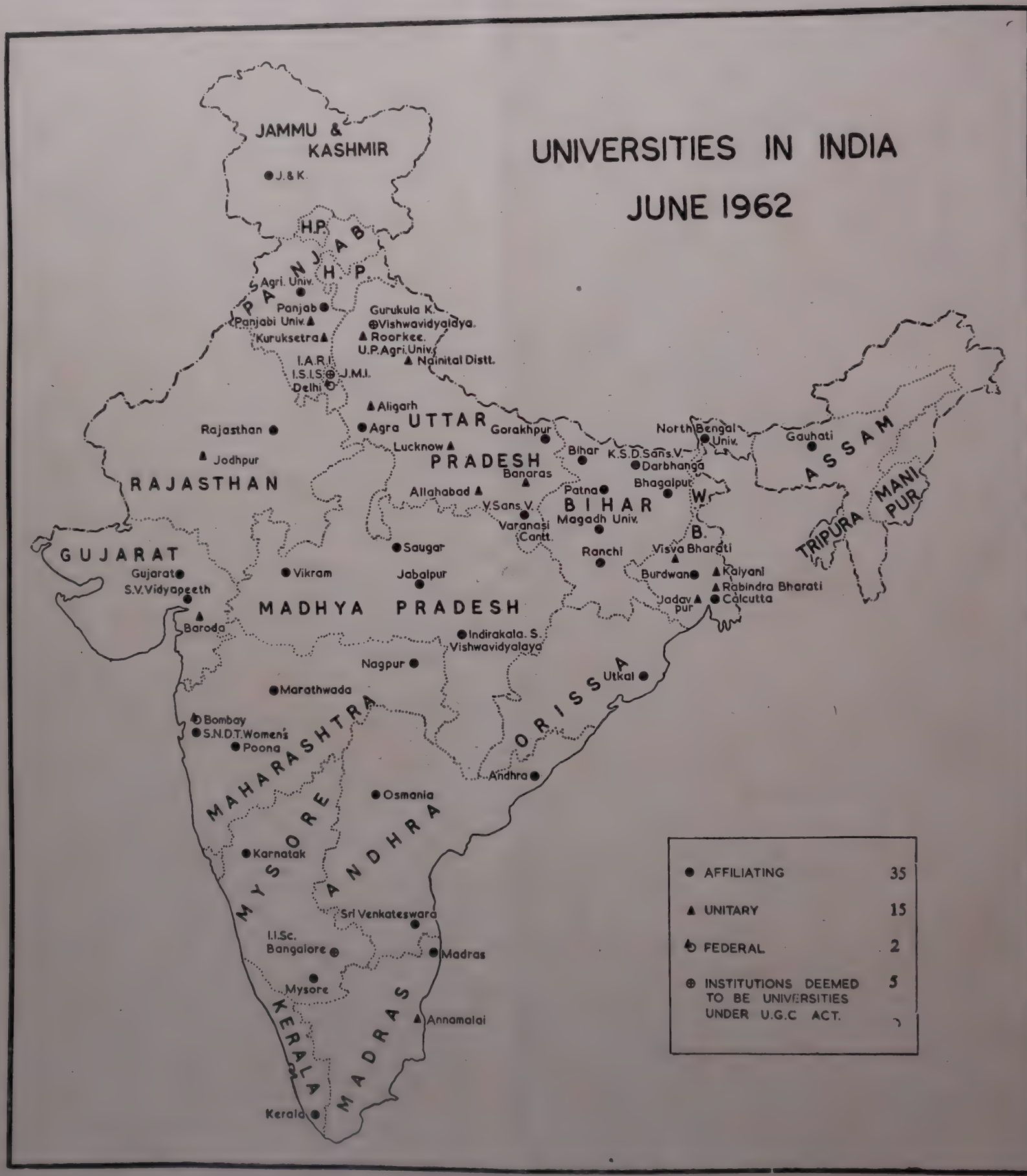
It has been decided by the university that Ph.D. candidates in the Science Faculty must possess a a proficiency certificate in French or German or Russian.

The university has decided that a person who has already passed an M.A. examination in a subject, may be allowed to appear in another subject without having obtained at the B.A. examination 45% marks in that subject or a second division in the aggregate.

It has been decided that a person who has passed the Part II Examination of the three-year B.A./B.Sc. course from another university, be not allowed to join the third year class of this university.

It has been decided to reserve for women students five seats in the Physics Department and five in the Chemistry Department (for each of the B.Sc. Honours and M.Sc. courses), and two seats in the Pharmacy course for a period of three years. The reservations are subject to the condition that no woman shall be admitted if the marks obtained by her are less than the last student admitted on merit by more than 10 per cent.

(Continued on page 14)



The above map shows 52 universities that were in existence in June 1962. Three more universities which have since come up are: Orissa University of Agriculture & Technology, Bhubaneswar; Rajasthan Agricultural University, Udaipur; and Shivaji University, Kolhapur. All the three new universities are unitary in type.

UNIVERSITY ENROLMENT & POPULATION IN INDIA
(1961-62)

State	Population (in millions)	Number of universities.	Average population per university (in millions)	Total university enrolment	University enrolment per million of population
Andhra	35.98	3	11.86	59,986	1,667
Assam	11.87	1	11.87	32,157	2,709
Bihar	46.45	5 (1)*	9.29	103,946	2,238
Delhi	2.65	1	2.65	24,181	9,125
Gujarat	20.63	3	6.87	54,159	2,625
Jammu & Kashmir	3.56	1	3.56	7,962	2,237
Kerala	16.90	1	16.90	50,544	2,991
Madhya Pradesh	32.37	5	6.47	80,311	2,481
Madras	33.68	2	16.84	63,511	1,886
Maharashtra	39.55	4+(1)*	9.88	95,439	2,413
Mysore	23.58	2	11.79	51,715	2,193
Orissa	17.54	1+(1)*	17.54	16,442	937
Punjab	20.30	2+(2)*	10.15	61,940	3,051
Rajasthan	20.15	1+(2)*	20.15	33,587	1,667
Uttar Pradesh	73.74	9	8.19	108,197	1,467
West Bengal	34.92	5+(2)*	6.98	166,375	4,764
	433.95 Total	46+9* Total	9.43 Average	1,010,452 Total	2,328 Average.

*Number of new universities started from 1962-63 academic year.

Comparison of University Enrolment per million of Population in India with that in some Other Countries (1957)

Country	University enrolment per million of population
India	1,977
U.S.A.	16 670
U.S.S.R.	10,060
Japan	7,133
Australia	6,190
Canada	4,550
France	3,880
West Germany	3,000
U.K.	1,815

INSTITUTIONS 'DEEMED TO BE UNIVERSITIES'

A list of the 55 universities functioning at present in India appeared in the February issue of *University News*. Apart from these universities, there are the following five institutions which are "deemed to be universities" under Section 3 of the UGC Act of 1956 :

Institution	*Location*	*Director/Vice-Chancellor*
1. Gurukul Kangri Vishwavidyalaya	Hardwar	Shri Satyavrata Sidhantalankar
2. Indian Agricultural Research Institute	New Delhi	Dr. B.P. Pal
3. Indian Institute of Science	Bangalore	Dr. R.S. Krishnan
4. Indian School of International Studies	New Delhi	Dr. A. Appadorai
5. Jamia Millia Islamia	New Delhi	Dr. M. Mujeeb

Campus Notes (Contd.)

MEDIUM OF INSTRUCTION

Thirteen universities have adopted Hindi as the medium of instruction in different courses. The universities are : Banaras, Bhagalpur, Bihar, Indira Kala Sangeet Vishwavidyalaya, Jabalpur, Jodhpur, Lucknow, Magadh, Patna, Ranchi, Sardar Vallabbhai Vidyapeeth, Saugar and Vikram.

Kerala University has decided to adopt English as the medium of instruction in all colleges and to abandon the policy of switching over to the regional language.

Punjab University has decided that the medium of instruction for all B.A. (Hons.) subjects be English.

EXAMINATIONS

Agra: For different examinations to be held this year, 79,909 candidates have been registered, the largest number (18,710) being in B.A. (Part I).

Osmania University has agreed to have a university examination at the end of each year in B.A., B.Sc. and B.Com.

Punjab University has decided that persons who have already failed in the Intermediate examination either in 1961 or 1962 be allowed to appear in this examination as private candidates up to 1964, without requiring them to satisfy any category of private candidates.

The university has revised its earlier decision so that women residing in Delhi will be also allowed to appear privately in the Intermediate English Only examination.

Pre-university examination in the Commerce groups will not be open to private candidates, except failed candidates.

Regular college students joining the Army due to the national emergency will be permitted to take their examination as private or regular students within three years of their being disembodied. A student under compartment could avail himself of the exemption facility within two years of his being disembodied.

It is proposed to give two chances to the three-year degree course student placed in compartment.

A person who has already passed the Pre-Medical examination from the university and wants to qualify for Pre-Engineering can now appear in the subject of Mathematics, and similarly, a person who has already passed the Pre-Engineering examination and wants to qualify for Pre-Medical can appear in Biology.

RESEARCH & PUBLICATIONS

Banaras Hindu University: The Rockefellor Foundation have sanctioned a grant of $ 10,000 for research in Zoology. The Ford Foundation have sanctioned a grant of $ 102,500 for research in Reproduction Physiology in the same department.

The convocation lectures delivered during the Convocation Week of the university in December last, have been published in the form of a brochure.

Bombay University with the assistance of UGC, expects to start in the near future a new journal dealing with problems of General Education under the editorship of Prof. G.C. Bannerjee, Professor of English.

Punjabi University has taken the compilation of a comprehensive history of North-Western India.

Vikram University has published a *Directory of Institutions*, giving names of its schools of study and the colleges under its jurisdiction, names of the heads of these institutions, number of students on roll, and the courses of study conducted at each institution.

Visva-Bharati's Publication Department has issued a new enlarged edition of Tagore's *Chhanda*. Edited by Shri Prabodhchandra Sen, the book contains exhaustive notes and is profusely illustrated.

★

When West Berlin's Mayor Willy Brandt visited the great new Mann Auditorium in Tel Aviv, he commented on Israel's gesture in naming a concert hall after the late German writer, Thomas Mann. But he was corrected—the hall was named not after the German writer but after Frederic Mann of Philadelphia.

"What did he ever write?" asked Mayor Brandt.

"A cheque," was the reply.

CONVOCATION NEWS

Universities' Role In Defence Vital, Says Chavan

The Defence Minister, Shri Y.B. Chavan, speaking on the occasion of the convocation of Gorakhpur University on January 17 said that as institutions concerned with shaping the minds of the growing generations, Indian universities and colleges would naturally have to play a very vital part in the country's defenee efforts.

He added that in a democratic society, universities were and had to be free and autonomous organisations. They had to concede to them a much greater autonomy than what was generally enjoyed by other statutory bodies, because it was an essential pre-condition for the maintenance and improvement of the quality of their intellectual life.

* * *

Falling Standards !

Bharat Ratna Dr. P.V. Kane, noted Indian scholar who was recently honoured by Bombay University for his learning and scholarship in ancient literature, is convinced that the standard of education in India is going down.

"A glaring illustration of the falling standard of university education," he said recently at a reception held in his honour in Bombay, "is the conferment of the honorary doctorate of Laws on me !"

He explained : "Being a lawyer for 45 years, I devoted only a small part of my time for Sanskrit study."

* * *

Austerity in Convocation

Austerity marked the convocation of Calcutta University held on January 19, 1963. Contrary to the age-old custom, no person was invited to address the convocation ; nor were the ordinary graduates invited to be present in person to receive their degrees and diplomas, which were sent to the respective heads of institutions for distribution among the graduates. Only doctorate and other research degrees, medals and special prizes were awarded at the convocation.

● Delhi University conferred the honorary degree of Doctor of Laws on His Royal Highness Prince Nordom Sihanouk, Head of the State of Cambodia, at a special convocation held on January 28, 1963.

● Convocations of the Loka-Siksha Samsad and the Institute of of Rural Higher Education of Visva Bharati were held on February 6, 1963. Diplomas and certificates were awarded to 99 successful candidates—40 in the Rural Services diploma course and 14 in the Agricultural certificate course. As a symbol of the award, each *Snatak* received a *Saptaparni* twig from the Vice-Chancellor.

● The Sixth annual convocation of Sri Venkateswara University was held on February 2, 1963 under the presidentship of General S. M. Srinagesh, Chancellor of the University. The convocation address was delivered by Dr. B. Gopala Reddy, Union Minister for Information and Broadcasting. A total of 821 candidates received their degrees in person and 394 in absentia. Honorary degrees of Doctor of Letters and Doctor of Laws were conferred on Dr. B. Gopala Reddy and Dr. S.B.P. Pattabhi Rama Rao, former Andhra Pradesh Minister for Education, respectively.

LIBRARY NEWS

● Jadavpur University has received a donation of rare books on Geology which formed part of the private library of the Late Prof. Hem Chandra Das Gupta, a well-known geologist. The gift was made at a ceremonial function inaugurated by Prof. D. N. Wadia, National Professor and Geological Adviser to the Government of India, early in March.

● An exhibition of rare books, manuscripts, and books on Ajanta, Ellora and Marathwada was held in the Marathwada University Library on the occasion of the 13th session of the Marathi Granthalaya Parishad held at Aurangabad on January 25-27. In all 210 items were displayed. The exhibition was declared open by Smt. Kamalabai Dongerkery.

N.C.C NEWS

Aims of N.C.C.

At an NCC rally held recently at Banaras Hindu University—the first university to introduce compulsory N.C.C. training even before the national emergency was declared—Major-General Virendra Singh, Director-General of NCC, said the aim of NCC was threefold: First, to develop the qnalities of character, comradeship and leadership; secondly, to provide service training for the defence of the country; and thirdly, to build up a potential reserve force for emergency. The most important task of NCC, however, was to develop the youth as an ideal citizen.

The Major-General added that the aim of compulsory military training was not to make the country's youth militant, but to equip them both mentally and physically for the great retponsibility in defending the honour and integrity of the country and for shouldering their future responsibilities towards the nation.

He said that emphasis would be laid on the growth of the NCC Rifles which was cheaper as well as very essential in the circumstances. The period of training would be from July to February. The Government, he said, would be spending about Rs. 25 crores annually on NCC training.

Universities Implementing Compulsory N.C.C. Scheme

Many universities have already made NCC training compulsory for undergraduate male students, and it is expected that, in conformity with the decision taken by Vice-Chancellors at the meeting of the Inter-University Board held in Bombay, almost every university will implement the scheme from the next academic year.

Recently, information has been received about these universities having decided to introduce the scheme: Agra, Gujarat, Jadavpur, Kerala, Marathwada, Osmania and Sardar Vallabhbhai Vidyapeeth. Osmania University has included NCC training as part of the university curriculum. There will be an examination in December/January each year, which will be conducted by NCC authorities. Mention of the grades secured by the candidates in this examination would be made in the diplomas to be awarded to them.

Teachers Complete Training

The passing-out parade of the first batch of professors and lecturers drawn from colleges all over the country for training as NCC Officers was held at Kamptee (near Poona) on March 31. The Deputy Defence Minister, Mr. D.B. Chavan, took the salute.

It is planned to train 3,500 teachers as NCC Officers in view of the compulsory NCC scheme.

SUMMER SCHOOLS

Ministry of S.R. & C.A. Plans Five Courses

About 30 selected scientists from various universities and research centres are expected to participate in each of the following summer schools to be organised by the Ministry of SR&CA during 1963.

Engineering: Probably at Bangalore from May 23 to June 6, with Dr. S. R. Sen Gupta, Director, Institute of Technology, Kharagpur, as the director of the summer school.

Chemistry of Polymers: At Dalhousie from May 28 to June 11, under the directorship of Dr. S. R. Palit, Professor of Physical Chemistry, Indian Association for the Cultivation of Science.

High Energy Physics: At Kodikanal from June 1 to 15, with Dr. Alladi Ramakrishnan, Director, Institute of Mathematical Sciences, Madras, as the director of the school.

Himalayan Geology and Geography: At Simla from June 15 to 25 under the guidance of Dr. D. N. Wadia, National Research Professor of Geology.

The Ministry of SR & CA have held summer schools in the past in Anthropology, Botany, Biochemistry, Organic Chemistry, Geography, Theoretical Physics and Zoology. The essential feature of these summer schools is that all the participants live together so as to have ample opportunities of formal and informal discussions on the subjects in regard to the research work done by them.

Summer Institute for Secondary Teachers

Four eight-week summer institutes for higher secondary school teachers in Science and Mathematics are to be held from May 18 to July 15, 1963 under the joint auspices of the Ministry of Education, UGC and the U. S. Agency for International Development which will make available experts from the Teachers College, Columbia University.

These programmes are designed to orientate secondary teachers' knowledge of their subject and to acquaint them with new developments in the teaching of Biology, Chemistry, Physics and Mathematics. The summer institute in Physics will be held at Delhi University, in Chemistry at Poona University, in Mathematics at Rajasthan University, Jaipur and in Biology at Madras University.

● A summer school in Linguistics will be conducted at Osmania University during May-June 1963. About 150 teachers and fellows from all over the country are expected to attend.

● During the next summer vacations, Punjab University proposes to arrange a course to train college lecturers in the following subjects : Psychology of Youth, Philosophy of Education, and General Methods of Education and Evaluation.

● The Institute of Economic Growth, Delhi, proposes to arrange a summer school on "Problems in Indian Demography" during May 1963.

Vacancies

The University of Ceylon, Peradeniya, has invited applications before April 30 for appointments to the Chairs of Budhist Philosophy, History, Economics, Philosophy, and Mathematical Engineering, in the grade of Rs. 15,000—Rs. 21,000 per annum.

U.P.S.C. Examination

A combined competitive examination for recruitment to the IAS and allied services, commencing on October 4, 1963. will be held by UPSC at 16 centres all over India. Last date for receipt of applications on prescribed form : May 6, 1963.

Student-Exchange Programme

For the last two years Osmania University has been having a student exchange programme with Minnesota University (U.S.A.). Under this programme, Minnesota University assumes financial responsibility for the student from Osmania University not exceeding $1,500 for one year in cash payment, which is sufficient to cover his living expenses. The university provides for tution exemption. Osmania University, in turn, offers a scholarship of Rs. 250 per month to the student from Minnesota University to meet his requirements in India.

On the initiative of the University of Minnesota, a scheme is being developed under which facility for the study of American Literature will be provided at Osmania University. A visiting professor from Minnesota University is now at Osmania to work the programme.

Ten students from Wisconsin University (U.S.A.) would come for a study of one-year intensive course in Telugu at Osmania University this year. The entire expenditure on this programme would be borne by Wisconsin University.

States Provide Teachers

In order to provide facilities to the students of Allahabad University for learning an Indian language other than their own, the university authorities approached some time back various State Governments to provide funds for the creation of teaching posts in modern Indian languages. In response to this appeal, the Governments of Jammu & Kashmir, Madras, Bengal, Gujarat, Maharashtra and Punjab have provided funds for the creation of a lecturer's post each for the teaching of Urdu, Tamil, Bengali, Gujarati, Marathi and Punjabi respectively. The Government of Mysore has sanctioned the post of a part-time lecturer for teaching Kannada, and UGC has sanctioned the post of a lecturer in Telugu.

Teaching in Urdu, Tamil, Gujarati, Marathi, and Bengali has already started. Teaching in Telugu, Punjabi and Kannada is expected to start from July this year.

Film Society Inaugurated

Dr. C.D. Deshmukh, Vice-Chancellor, inaugurated the Delhi University Film Society on January 31. 1963 at the Central Institute of Education. The aims and objects of the society are to advance education and culture through the medium of films. The society will organise film shows in the constituent and affiliated institutions recommended by the University Film Council.

The University Film Council has been established with the co-operation of the Government of India and UGC for regular and effective use of films in Indian universities. Educational short sand documentaries, both Indian and foreign, play an important part in the programmes of the Council. The Council is a non-political, non-commercial, and independent organisation. Thirty-one universities are represented on the Council at present.

Unesco Centre

In co-operation with the Indian National Commission for Unesco, Punjab University has set up a centre to popularise and advance the aims of Unesco. The university has sanctioned a sum of Rs. 5,000 for purchasing literature for the centre.

Besides the Chandigarh centre, a Unesco Centre has been established at Bombay by the Asiatic Society and a Unesco Club at Madras by Nrithyodya Art Centre.

● Delhi University plans to build a non-resident students' centre at an estimated cost of Rs. 1.52 lakhs. Necessary financial provision is understood to have been made in the university budget for the current Plan period. At the Conference of Vice-Chancellors, held in New Delhi in October 1962, the idea of establishing non-resident students' centres at various universities found wide acceptance.

● The Punjab Government has decided not to shift the Archives Department located at Punjabi University, Patiala, to Chandigarh. The university would now provide a suitable building for the department. which has so far collected 22 000 reference books and 4,000 manuscripts.

News from Abroad

Commonwealth Universities' Congress

More than 500 delegates from over 130 universities in the various Commonwealth countries will assemble in the University of London Senate House from July 15 to 18, 1963 to discuss subjects of common interest. The occasion will be the ninth Quinquennial Congress of the Association of Universities of the Commonwealth, which also marks the Jubilee of the Association of Universities of the British Common wealth (founded in 1913). Previous Congresses have been held in the post-war period at Oxford (1948), Cambridge (1953) and Montreal (1958).

Her Majesty The Queen Mother, Chancellor of London University, will be the President of the Congress.

Apart from Vice-Chancellors, Presidents, Principals, Deans and Professors from Commonwealth universities, observers from other university institutions and learned societies, including American, European and Indian inter-university organisations, will attend the Congress. Speakers from India will include Dr. C.D. Deshmukh, Vice-Chancellor, Delhi University; and Dr. A.C. Chatterji, Vice-Chancellor, Gorakhpur University.

Highlights of the social events arranged on the occasion will be a special garden party to the delegates by Her Majesty The Queen, a reception by the British Government, and a dinner at Grosvenor House at which the British Prime Minister, Mr. Harold Macmillan, will be the principal speaker.

Central Registration for Admissions in U.K.

The British Universities Central Council on Admissions has introduced a scheme for a central office for university admissions. After a year's experimental try-out, it will come into full operation in the autumn of 1964.

A similar system of central registration was adopted by Delhi University last year in respect of admissions to its various colleges.

Under the British scheme, applications for admission to all but a few universities will have to go through the new central office. They must be submitted by December 31 of the year preceding the proposed entry. Candidates will complete a single application form, copies of which will be forwarded by the central office to each university to which the candidates wishes to apply, up to a maximum of four. Those named as his first and second preferences must make their decision by March 25.

Indian Student in U.S. Shines

Shri Santosh Kumar, studying for doctorate at Clark University (U.S.A.), has been chosen a member of "Sigma Pi Sigma", the American National Physics Society, to which members are elected on the basis of high grades in Physics courses. He attended St. Andrew's College, Gorakhpur, and received the B.Sc. degree from Gorakhpur University in 1961.

● Shri Kailash Behari Mathur, of Bombay, has been selected president of the Students Union of the four colleges at Loughborough (U.K.). Shri Mathur is taking a post-graduate course in Industrial Management.

VISITORS

Prof. Randolph Quirk, Professor of English at London University, arrived in Bombay on March 24 on a month's tour of India under the auspices of the British Council. He arrived in New Delhi on April 12 after visiting over 20 institutions in Hyderabad, Bangalore, Calcutta, Cuttack, Bhubaneshwar, Patna, Lucknow and Allahabad. During his stay in India, he has studied the methods of teaching the English language and the problems of English usage and pronunciation.

Sir Andrew Cohen, Director-General of Britain's Department of Technical Co-operation, visited India from February 20 to 29 in the course of a tour of a number of Colombo Plan countries. While in Delhi, Sir Andrew had talks on various aspects of British technical assistance to India, including requests for British staff to fill teaching posts in this country, the supply of equipment to research institutions, and the training of Indian engineers and technicians in Britain. He also visited the College of Engineering and Technology in Delhi—currently the biggest project in India being assisted by his Department.

Sir Christopher Cox, Educational Adviser to the Department of Technical Co-operation, U. K., recently concluded a five-week tour of India. The purpose of his visit was to obtain a broad picture of the problems and achievements of the Indian educational system.

Miss Lisa Sergio, an American journalist and lecturer sponsored by the U.S. State Department's Cultural Exchange Programme, spoke at 35 Indian Colleges and at another 30 clubs and organisations from November 30 to January 25. Since then she has lectured on the India she discovered, to a group of American colleges in the States of Kansas and Missouri (U.S.A.).

Mr. Gancho Ganev, Minister for Education and Culture of the People's Republic of Bulgaria, has stayed in India for a week at the invitation of Prof. Humayun Kabir, Union Minister of Scientific Research & Cultural Affairs. On February 20, he signed a cultural agreement with the Indian Minister in New Delhi.

U.A.R. Educationists: A three-member delegation from U.A.R., led by Mr. Abd El Aziz Salama, Dean, Teachers' Training College, arrived in Delhi on March 1 on a fortnight's visit to India. The other members of the delegatisn were Mr. Mostafa Kamel Hilmy, Secretary-General, Supreme Council of University, and Mr. Ahmed Khaki, Director of Education, Southern Zone, Cairo. While in Delhi, the delegation called on Dr. K.L. Shrimali, Union Minister of Education, and exchanged views and experiences on various problems of education, including medium of instruction, teaching of languages, and scientific and technical education.

Scholarships and Awards

New Scheme of Loan Scholarships

The Ministry of Education has announced a new National Loans Scholarships Scheme to assist the needy and meritorious students in completing their education. Under this scheme, interest-free loans, varying from Rs. 720 to Rs. 1,750, according to the course of study, will be given to selected students whose parents' income does not exceed Rs. 500 p m. The amount of any other scholarship a student may be getting will, however, be taken into account while determining the amount of the loan.

The scheme is estimated to cost Rs. 9 crores during the remaining three years of the third Five-Year Plan, and 66,900 students are likely to benefit. The number of loan scholarships to be made available during 1963-64 is 16,000.

Recovery of the loans will be effected by monthly instalments commencing one year after the loanee secures employment. But in the case of students who take up teaching profession recovery to the extent of 1/10th of the total loan will be waived for every year of service rendered. Thus a teacher who puts in 10 years of service will not be required to repay the loan at all.

The Ministry of Education will advance funds to the State Governments for payment of loans on the basis of total enrolment at different stages of education. The State Governments will be inviting applications for loans in May this year.

Food Research Fellowships

The Central Food Technological Research Institute, Mysore, has a certain number of vacant research fellowships in its different departments, tenable for two years with possible extension to a third year. The minimum qualification for a senior fellowships (value Rs. 400/500) is a doctorate in Science or a first class Master's degree in Engineering For a junior fellowship (value Rs. 250/300) the minimum qualification prescribed is a first class Master's degree in Science or a first class Bachelor's degree in Engineering.

Fellowships for African Students

To meet the increasing needs of newly independent countries in Africa, the Government of India have decided to raise the number of fellowships for the training of African university personnel in India from 5 to 33. Selected fellows will commence their programme in Indian universities and colleges in the academic session 1963-64.

Australian University Scholarships

The Australian National University, Canberra, has a small number of research scholarships, open to world-wide competition, in a wide range of subjects—Sciences and Humanities. Successful candidates will be expected to enrol for a Ph.D. degree at the university. The value of the scholarship is £ A 950 per annum, except for medical scholars for whom the allowance is £ A1,372 per annum. The university will also make a contribution towards the scholar's fare. Further particular's may be obtained from the Editor, *University News*.

U. N. Fellowships

The United Nations is offering 40 fellowships this year, mainly to nationals of developing countries, to enable them to study Criminal Law and Human Rights Codes. The scheme was initiated last year, when 21 fellowships were approved under a General Assembly resolution calling for the expansion of the UN programme of advisory services in the field of Human Rights. The last date for the receipt of applications this year is May 1.

Scholarships for Railway Employees' Children

The scheme of awarding, 1,000 scholarships every year from the Staff Benefit Fund to Railway employees' children for technical education has been in force for the last seven years. In 1961-62, the total number of scholarships, including those continuing from the previous years, was 2,537, entailing an expenditure of about Rs. 900,000.

Shanti Swarup Bhatnagar Memorial Awards

The Prime Minister, Shri Jawaharlal Nehru presented the Shanti Swarup Bhatnagar Memorial Awards, of the value of Rs. 10,000 each, for scientific research to Professors K. Chandrasekharan of the Tata Institute of Fundamental Research and C. Radhakrishna Rao of the Indian Statistical Institute at a special function held at the National Physical Laboratory, New Delhi, on March 23. Dr. Rao donated his award to the National Defence Fund.

The award was instituted in 1957 in memory of the late Dr. Shanti Swarup Bhatnagar by the Council of Scientific and Industrial Research, to be given to Indian scientists every five years for conspicuously important contributions in any field of science. The first award was given to the late Dr. K.S. Krishnan who was then the Director of NPL.

Prof. Chandrasekharan's recent researches in the field of Mathematical analysis have been responsible for significant advances. His original contribution to the Theory of Functional Equations of Zeta Functions have earned him international repute.

Dr. C. Radhakrishna Rao, Professor and Head of the Division of Theoretical Research and Training, Indian Statistical Institute, Calcutta, is internationally known for his contribution to Statistical Methodology and Probability.

Atomic Energy Department Scholarships

The Department of Atomic Energy every year awards 120 under-graduate scholarships in Physics, Chemistry, Biology, Agriculture, Metallurgy, Chemical Engineering, Mechanical Engineering, Geology and Mining to outstanding students at various universities with the object of encouraging them to pursue scientific studies and seek a career in the various organisations under the Department. Twenty junior research fellowships and 10 senior research scholarships for study and research in Cosmic Rays and Nuclear Physics are also awarded each year.

For want of space, the note on scholarships administered by the Ministry of SR & CA, promised in the previous issue, has been held over.

Book Notes

The History of Mankind: Cultural and Scientific Development is to appear in a multi-volume edition in English (London, George Allen and Unwin Ltd.; New York, Harper and Row Inc.) and subsequently in four other European languages. Editions in Arabic, German, Hindi and Japanese are also contemplated. This work, which will cover the development of culture and science from pre-history to the 20th century, has been prepared by a team of international scholars working under the supervision of the International Commission for a History of the Scientific and Cultural Development of Mankind, organised by Unesco.

The Guidance Review: The Central Bureau of Educational and Vocational Guidance of the National Council of Educational Research and Training has brought out this quarterly beginning Jannary this year for establishing effective communication among its personnel all over the countrv.

Osmania Journal of English Studies: Published by the Department of English, Osmania University, as an organ of the University English Forum. Articles in the second issue (1962) iucluded one by Dr. Jay Gurian, Visiting Professor of American Literature at the university, on "The Romantic Necessity in Literary Naturalism: Jack London".

Report of the Study Group on Community Development, Punchayat Raj and Co-operation in University Curricula: (Published 1963, National Institute of Community Development, Mussoorie). Contains a review of the existing position of teaching and research in the fields of Community Development, Panchayati Raj and Co-operation at various universities, and the recommendations of the Study Group on the place of Community Development Study in General Education.

List of Rare and Valuable Books (January 1, 1963) Published by the Chokhamba Sanskrit Series Office, Varanasi, is an alphabetical list of rare books. Only one copy of each title is said to be in stock.



UNIVERSITY CONTINGENT AT R-DAY PARADE: On January 26, 1963—for the first time—about 10,000 students and teachers from the colleges and institutions of Delhi University participated in the Republic Day parade. At the head of the university contingent were Dr. C D. Deshmukh, the Vice-Chancellor, and the former Vice-Chancellors, Dr. G S. Mahajani and Dr. V.K.R.V. Rao.

Sports

Sports Board Meeting

The 23rd annual meeting of the Inter-University Sports Board of India will be held on April 22-23 at Jadavpur University, Calcutta. Dr. T. Sen, Rector, Jadavpur University, will preside.

Items on the agenda include the allocation of inter-university fixtures for 1963 64 and the consideration of universities' suggestions in respect of certain rules for the conduct of games and the introduction of new tournaments.

The Board will also receive the report of the appellate committee constituted to examine and give decision on the dispute arising from the scratching of the Aligarh University Hockey Team by Jabalpur University in January last.

Railway Concession

Railway travel concessions for sports teams, withdrawn recently due to the national emergency, will be reintroduced "as early as possible", stated Mr. S.V. Ramaswamy, Deputy Minister of Railways in the Rajya Sabha on February 19.

Film on Football

A 16-mm. instructional film on football has been produced by the Audio-Visual Education Department of Saugar University to assist colleges and universities in improving the standard of play.

In 45 minutes, the film demonstrates kicking, ball control, heading, throwing-in, dribbling, passing, goal-keeping and some basic tactical moves. Captions are given in both Hindi and English. Cost of the film: Rs. 350.

University Stadium Opened

The Bombay University Sports Stadium at Marine Lines was formally declared open by Shri Y.B. Chavan, Union Defence Minister, on February 10. The stadium has been constructed at a cost of Rs. 10 lakhs.

Model Youth Hostel

The Government proposes to build a model youth hostel in New Delhi on a 0.81 acre plot of land, with a provision for 128 beds. Detailed site plans and estimates are under preparation.

PERSONAL

DR V.K.R.V. RAO, Director, Institute of Economic Growth, Delbi, has been appointed Member, Planning Commission.

DR. KARAN SINGH, Sadar-i-Riyasat of Jammu & Kashmir and Chancellor of Jammu & Kashmir University, has been selected Chancellor of Banaras Hindu University for a period of three years with effect from February 16, 1963.

DR. R.V. SATHE assumed charge as Vice-Chancellor of Bombay University on March 1, 1963, in succession to Dr. V.R. Khanolkar.

DR. MOHAN SINHA MEHTA, on the expiry of his current term, was re-appointed Vice-Chancellor of Rajasthan University for three years commencing January 4, 1963.

SHRI BABUBHAI J. PATEL, ex-Vice-Chancellor of Sardar Vallabhbhai Vidyapeeth and a member of the university senate, has been appointed Officiating Vice-Chancellor for three months with effect from March 1, 1963, in place of Mr. M.D. Patel, Vice-Chancellor, proceeded on leave.

SHRI C.L. SINGHAL, Deputy Registrar, has assumed charge of the office of Registrar, University of Rajasthan, Jaipur, with effect from March 16, 1963.

SHRI S.B. SHAPETI, Deputy Registrar, Karnatak University, has taken over charge as Officiating Registrar for three months from March 18, 1963, *vice* Shri S.S. Wodeyar, Registrar, who has gone abroad.

DR. FREEMAN KENNETH STEWART of Toronto (Canada) has succeeded Dr. V.S. Jha of India as Director of the Commonwealth Education Liaison Unit in London. Dr. Stewart will take up his appointment on June 1, 1963.

SHRI BADR-UD-DIN TYABJI, Vice-Chancellor, Aligarh Muslim University, has been nominated a member of the All-India Council for Sports *vice* Shri A.A.A. Fyzee resigned.

PROF. S. K. MITRA, National Research Professor of the Institute of Electricity and Electronics, Calcutta, has been elected a member of the Basic Science Section of the International Academy of Astronautics.

DR. S.S. SHRIKHANDE, Professor of Statistics, Banaras Hindu University, has been elected a Fellow of the Institute of Mathematical Statistics of the United States of America.

PROFESSOR A.J.C. WILSON, Professor of Physics at the University College of South Wales, Cardiff, who visited India in January this year for the International Symposium on Protein Structure and Crystallography at Madras University, has been made a Fellow of the Royal Society of London.

DR. S.D. CHOPRA, Professor and Head of the Mathematics Department, Kurukshetra University, has been awarded a senior visiting fellowship by the Department of Scientific and Industrial Research, Britain. He will work for six months on the problems connected with the detection of nuclear explosions, at the Royal Observatory, Edinburgh.

DR. B. DAYAL, Reader in Physics, Banaras Hindu University, received the Wattumal Prize of Rs. 5,000, a gold medal and citation for his outstanding research work in 1962.

DR. U. ASWATHANARAYANA, Reader in Geology at Andhra University, Waltair, has been given an award under the Royal Society and Nuffield Foundation Commonwealth Bursaries Scheme.

SHRI JAYANT NARLIKAR, an alumnus of Banaras Hindu University, has been selected Berry Ramsay Fellow of the King's College, Cambridge University, for his outstanding research in Mathematics. Last year Shri Narlikar was awarded Smith's Prize at Cambridge for the best research paper in Mathematics.

* * *

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A recent survey conducted by the Educational Testing Service of America, which carries on interesting research and testing programmes in the field of education, showed that on the question of whether scholarships should be awarded on the basis of financial need or academic ability, the parents' response tended to favour "merit" rather than "need" as the major consideration; the students, on the other hand, tended to favour "need".

To a question on student loans, such as the Government of India now proposes to introduce, most of the parents favoured the loans in the belief that students would then take education more seriously or develop a more responsible attitude towards money Students, however, expressed considerably less enthusiasm for meeting college expenses in this way.

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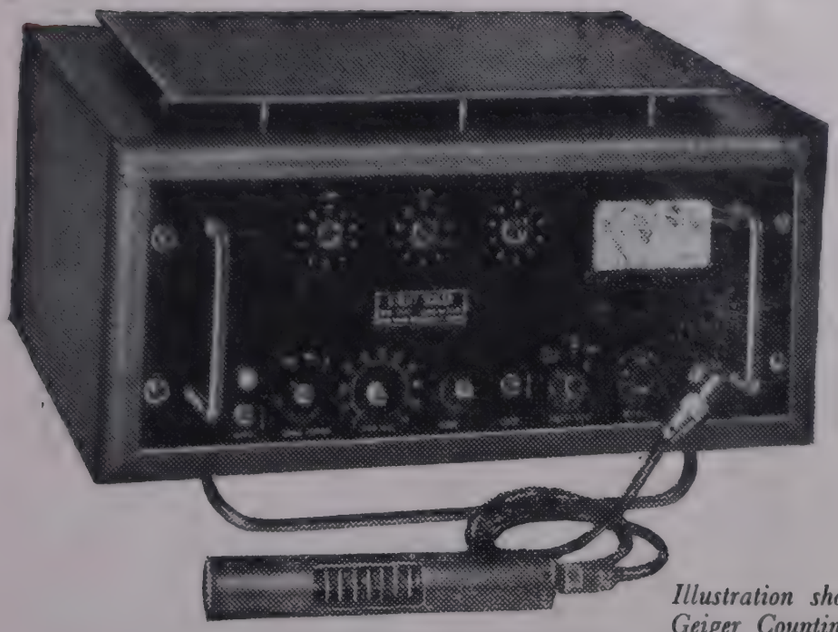


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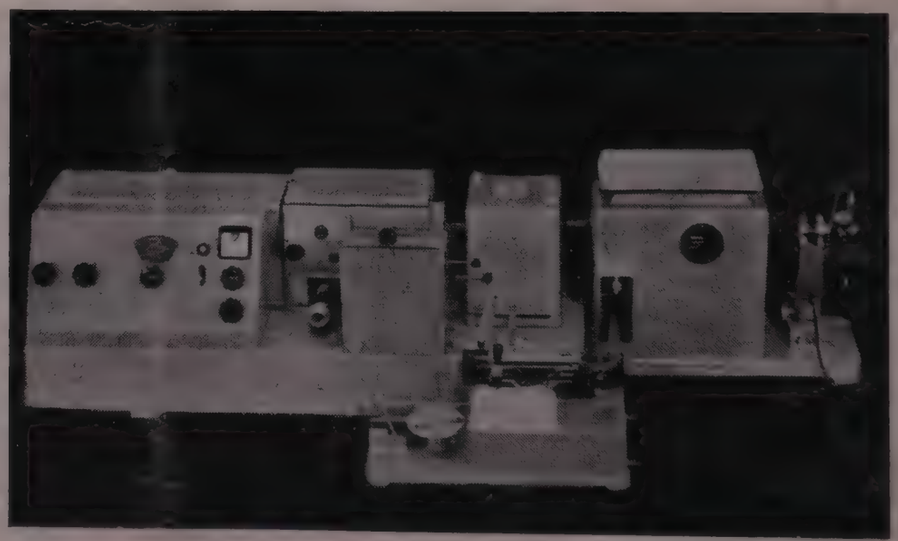
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Dr. Shrimali Underlines Need to Reduce Wastage in Examinations

While inaugurating the two-day session of the Central Advisory Board of Education at Pachmarhi on May 6, Dr. K.L. Shrimali, Union Education Minister, said that it was a matter of immense satisfaction that educational expansion in India was taking place at a rapid pace. There were, however, certain weaknesses in our educational system which, he thought, must be removed if we were to make the maximum use of our limited resources.

In this context, he stressed the need to reduce the large number of failures "resulting in tragic waste of human resources at a time when we need them most for our nation-building activities". This wastage in education, he said, was inexcusable and it was high time that adequates measures were taken to eliminate it.

"If the examination system is defective, bold steps must be taken to replace it by a better one. We have enough data, material and trained personnel in our country now to reconstruct the examination system if there is a will to do it," the Minister said.

Referring to the large number of failures at high and higher secondary stages, Dr. Shrimali pointed out that there was a wastage of 40 to 50 per cent of our resources in both men and money. In one or two States this wastage was as high as 65 to 70 per cent. The high rate of failures in schools raised the per capita expenditure by at least a factor of 4, and the per capita expenditure at the universities and technical institutions was raised by at least a factor of 8.

Teachers' Responsibility

Dr. Shrimali said that the conscience of those who are in charge of the Education Departments as well as the universities must be aroused to eliminate this national waste. He thought the major responsibility for this wastage must be put squarely on the teaching staff of schools, colleges and universities. "The primary duty of teachers is to teach and when there is such a large percentage of failures they must recognise this as their own failure," he added.

The resolution on the subject moved by Shri P. N. Kirpal, Education Secretary, viewed with great concern the "appalling" wastage of human resources and widespread frustration among students resulting from high percentage of failures in examinations at all levels, especially at school-leaving stage, and called upon the authorities to take adequate measures to meet the situation.

More Working Days

Dr. Shrimali felt the way the academic year and working days were organised left much room for improvement. "It puts a premium on less and less work."

He suggested that the number of working days in schools and colleges be increased and the traditional syllabus considerably strengthened, so as to meet the exacting demands of a developing society and a rapidly expanding body of knowledge. The national emergency, he said, had highlighted the need for greater attention to physical education, the teaching of science, development of technical and productive skills, and the general upgrading of standards.

The Board later recommended 220 working days in a year with a minimum of 1,200 hours of instructional work in higher secondary schools.

The Central Advisory Board also emphasized the need for more evening colleges, and called upon the Ministry of Education to formulate a scheme for part-time courses as well.

From Our Readers

I have just received the second edition of University News and am very impressed with the progress and growth since the initial issue... I know it will be a valuable publication in educational circles.

—BARRY ZORTHIAN,
Deputy Chief, USIS, New Delhi.

I was indeed glad to see this new publication, and I hope it will be possible for my office to continue to receive copies of it. It is a most interesting and valuable publication.

—ARTHUR ROE,
Assistant Director, National Science Foundation, USA.

I find it interesting and useful in the extreme...

—H.R. AMBLER,
Scientific Adviser, British High Commission, New Delhi.

The publication of University News fills a longfelt gap. Such an exhaustive news bulletin was a real necessity.

— L.B. DESHPANDE,
Osmania University.

These are but a few commendatory expressions from amongst the numerous we have received from our readers. We are glad to say that the Government of India has agreed to arrange supply of copies of *University News* to all Indian Embassies and High Commissions abroad.

—*Editor*

Special Features in This Issue

Extracts from Supreme Court's Judgement Page 7

Statement Showing Number of Students Registered for Various Examinations at 26 Indian Universities Pages 10-11

List of Engineering Colleges in India Pages 12-13

M.Ps.' Concern at Cut in Education Budget

The Informal Consultative Committee of Members of Parliament on Education, at a meeting held in New Delhi on April 26 under the chairmanship of the Union Minister of Education, Dr. K.L. Shrimali, considered the situation arising from the reduction of allocations for educational development plans for the current financial year and expressed its grave concern at the consequences of these reductions.

The committee unanimously resolved that the cuts imposed on educational development plans as a result of the national emergency should be restored, and in particular there should be no reduction in the programme of expansion and improvement of elementary education. The committee was further of the view that education should have the same priority as defence in the national plan.

Central Pay Scales in 24 Universities

The report of the Ministry of Education for the year 1962-63 reveals that 24 universities have agreed to introduce the central university scales for university teachers, thereby extending the benefit to about 3,500 teachers.

New Deal for College Teachers

There is a move to revise the pay scales for the teaching staff in the colleges so that the Principal of a college is placed in the grade of Rs. 700-40-1100, the senior lecturer in the scale of Rs. 500-30-800, and other lecturers in the grade of Rs. 300-20-600.

Financial Assistance for Research

To encourage research work and original investigation in the universities and colleges, UGC has instituted a scheme for offering financial assistance to teachers engaged in research or learned work in Natural Sciences, Social Sciences or the Humanities.

Under the scheme, limited assistance will be provided for the purchase of equipment, chemicals, journals, reprints of papers and books etc., which are essential for research work but may not be available in the institution concerned.

Ford Foundation Grants for Indian Institutions

Ford Foundation of America on April 15 announced new grants amounting to over $ 1.5 million covering some 10 institutions in India.

The All-India Institute of Medical Sciences, New Delhi, and the Topiwala National Medical College Bombay, will receive $ 480,000 and $ 125,000 respectively for acquiring new laboratory equipment and staff for expanded research in Reproductive Biology.

The Foundation announced $ 877,000 in grants to four institutions for intensified research in the fields of economic and social development. The institutions are: Gokhale Institute of Politics and Economics ($ 225,000); the Institute of Economic Growth ($ 225,000); Bombay University ($ 215,000); and the National Council of Applied Economic Research ($ 212,000).

The Indian Council on World Affairs was granted $ 75,000 for long-term research on economic problems involving Communist China's policy towards South and South-East Asia, and other economic, political and institutional problems.

The Allahabad Agricultural Institute will be receiving $ 69,500 for advisory services of American agricultural implement engineers, and the American International School, New Delhi $ 50,000 for school equipment and furnishings.

Also established was a $ 62,000 grant for summer training seminars in management for senior-level Indian executives at the Massachusetts Institute of Technology.

Rockefeller Grants for Agricultural University

The Rockefeller Foundation on May 26 announced a grant of $ 320,000 to Punjab Agricultural University, Ludhiana. The grant will help the university in the development of two experimental stations and in the procurement of laboratory equipment and library books.

Shri P.N. Thapar, Vice-Chancellor of the university, will receive a grant of $ 9,150 for making a study of administrative organisation, teaching, and research in colleges in America, Europe, Japan, Hong Kong and Thailand.

Shri S.B.K. Hooja, Vice-Chancellor, Rajasthan Agricultural University, Udaipur, has also been offered a grant of $ 9,150 for the same purpose.

Soviet Assistance to I.I.T., Bombay

A protocol was signed in New Delhi on May 16 by Shri G.K. Chandiramani, Joint Secretary, Ministry of SR & CA, and by Shri B. Romanov, Counsellor for Economic Affairs of the U.S.S.R. Embassy in India, to mark the completion of the delivery of scientific equipment costing Rs. 36 lakhs to the Indian Institute of Technology, Bombay, as a gift from the Soviet Union, under the Bilateral Agreement.

The Bilateral Agreement also provides for 25 Soviet professors to work at Indian technological institutes and for 50 Indian teachers to go to Soviet institutes of higher learning for advanced courses and research. The major part of this programme has also been fulfilled.

In addition to the above, the U.S.S.R. Government has supplied to the Indian Institute of Technology, Bombay, equipment worth over Rs. 1.2 crores under the United Nations Expanded Programme of Technical Assistance. Under this programme, sponsored by Unesco, services of 15 Russian professors and three translators have been placed at the disposal of the Bombay IIT. In addition, 22 Indian teachers have gone to the U.S.S.R. to receive technical training.

Donations for Universities

The Maharani of Gwalior, Mrs. Vijayraje Scindia, has donated Rs. 50 lakhs for the development of Vikram University, a report says.

The Maharani, in a public statement issued recently, also announced a donation of Rs. 20 lakhs from the Gangajali Fund and Rs. 10 lakhs on her own behalf for the new university proposed to be set up at Gwalior.

● Lucknow University has been given a grant of £4,000 by Wellcome Trust of Britain for a metabolic research unit at the university.

● Britain is to supply medical research equipment worth £ 3,500 for the Medical College at Pondicherry under the Technical Cooperation Scheme of the Colombo Plan.

COMMONWEALTH UNIVERSITIES' CONFERENCE

Only 7 Indian V.Cs. to Attend

The Government of India has finally decided to restrict the number of Vice-Chancellors going to Britain for participation in the ninth quinquennial Congress of the Association of Universities of the Commonwealth, to be held in London from July 15 to 19, to seven only.

Thirty-one Indian universities are members of the Association, and invitations were received by all of them to depute four representatives each, including the Vice-Chancellor. An invitation was also extended to the Secretary of the Inter-University Board of India. In all 47 Indian delegates, including 27 Vice-Chancellors, registered their names for participation in the Congress.

Sterling Offer

In view of the foreign exchange difficulties India is facing, the Commonwealth Association arranged with the Leverhulme Trust of Britain to assist Indian delegates who could not obtain a currency cheque for use abroad by offering them sterling grants up to £100 each for their personal expenses while visiting Britain in connection with the Congress, The Trust set apart £5,000 to cover the expenses of the Indian delegation.

The Government of India, however, felt that even though the expenses of the Indian delegates during their stay in Britain would be met by the Conference sources, it would not be desirable to agree to a large number of persons going abroad for participation in the Congress. It was, accordingly, decided that the following seven Vice-Chancellors might attend the London meeting :

Dr. A.L. Mudaliar
Dr. C.D. Deshmukh
Dr. C.P. Ramaswami Aiyer
Shri D.C. Pavate
Dr. A.C. Joshi
Dr. T. Sen
Shri Badru-ud-Din Tyabji

Many Vice-Chancellors, as well as the Standing Committee of the Inter-University Board of India, felt that Indian universities would stand to gain through a larger delegation participating in the Congress. The Government of India was, therefore, requested to reconsider its decision and increase then number of Vice-Chancellors allowed to proceed to Britain.

Recently the Government of India, on reconsideration of the case, has again decided that the strength of the Indian delegation should stand at seven, as decided upon earlier.

It has, however, been agreed that if any Vice-Chancellor happens to be in Britain at the time of the Congress, his name may also be included among those already approved. A specific reference to the Ministry will be necessary before such additions are made.

—At the request of Unesco, an Indian educational mission, led by Shri G. K. Chandiramani, Jt. Secretary, Ministry of SR&CA, has left for Liberia to help that Government formulate its long-term plans of educational development.

Visiting Professors

The Royal Society and the Leverhulme Trust announced on May 16 the first two appointments of visiting professors for India under the scheme announced by them last year.

The first is Professor R.D. Haworth, F.R.S., who retires this year as Firth Professor of Chemistry and Head of the Chemistry Department of Sheffield University. He will be at Madras University as a visiting professor in the field of Organic Chemistry from October this year to March 1964.

The second is Professor H.S. Lipson, F.R.S., Professor of Physics in the Faculty of Techology at Manchester University, who is to serve for the same period at Calcutta University as a visiting professor in the field of Physics.

The Royal Society in London also recently announced that Dr. T.E. Allibone, a distinguished British Scientist, will be visiting universities and other institutions in India and Pakistan next winter as the Rutherford Memorial Lecturer.



The President, Dr. S. Radhakrishnan, receiving an honorary degree of Doctor of Literature at the special convocation held at Tehran University on May 5.

Three-Language Formula

The State Education Ministers' Implementation Committee on the Three-Language Formula, at its meeting in New Delhi on April 15-16, underlined the need for uniform application of the formula by all States, subject to the minimum of variation to suit local conditions.

The committee, which was set up by the State Education Ministers' Conference held in October last year to examine this question in detail, stressed the need to ensure a high standard of proficiency in each of the three languages at the school stage, and recommended that the teaching of a language should be provided for not less than three years in a continuous course.

In the Hindi-speaking States, the committee pointed out, provision for teaching a classical language need not be in lieu of a modern Indian language, but may be as part of a composite course or as an elective subject. It recommended 100 per cent grants to these States to enable them to provide facilities for teaching modern Indian languages on the same lines as was being done at present for teaching Hindi in the non-Hindi States.

The arrangements for training Hindi teachers in the non-Hindi areas were reviewed and it was recommended that the Ministry of Education should appoint a committee to suggest measures for improvement and bringing about uniformity of standards.

Teaching of Asian Languages

In view of the importance and urgency of providing facilities in universities for the teaching of Asian languages, particularly Chinese and Tibetan, it is proposed to give central assistance to selected universities for strengthening or developing courses in these subjects.

Among the 33 institutions teaching foreign languages in India, eight provide facilities for training in Chinese. The institutions are: Universities of Allahabad, Banaras, Calcutta, Gorakhpur, Delhi, Visva-Bharti, the Indian School of International Studies, and the School of Foreign Languages, New Delhi.

Thirteen universities in India offer facilities for advanced studies and research in the Arabic Language. The universities which offer courses leading to the degree of M.A. in Arabic are: Aligarh, Allahabad, Banaras, Bihar, Bombay, Calcutta, Delhi, Lucknow, Madras, Patna, Osmania, Punjab, and Visva-Bharati.

The U.A.R. Government, under a cultural agreement, offers four scholarships every year for advanced study in the Arabic Language and Literature, Islamic Study and Islamic Philosophy.

Facilities for Service Personnel

Students joining the Armed Forces during the national emergency will be given every facility by various universities to complete their courses and take their examinations on their return, it is learnt. Any requests for migration arising directly out of parents joining the Armed Forces are also expected to receive sympathetic consideration.

Need for External Degrees

The central authorities feel that there is a definite need for providing external degrees by Indian universities to meet the demand of Indian population outside the country. It is, however, felt that provision for such degrees should be limited to a small number of selected universities. Delhi University is likely to try out this experiment.

Regional Institutes of Humanities

The Standing Committee on University Education, which was appointed last year by the Central Advisory Board of Education to make an assessment of university education in India and formulate plans for future development, has recommended the establishment of regional centres for the Humanities on the lines of the Regional Institutes of Technology. In an interim report to the Board, the committee says the regional centres may also be declared "institutions of national importance".

The Board, which is headed by Dr. C.P. Ramaswami Aiyar, Vice-Chancellor, Annamalai University, is analysing replies received from various universities to a detailed questionnaire issued by it some time ago.

National Institute for Rural Education.

A scheme is under consideration of the Ministry of Education for the establishment of a National Institute for Rural Higher Education which may function as a central organisation, with the various rural institutes as its components. This national institute will aspire to be recognised as a university, with the five-fold functions of teaching, research, extension, accredition and examination.

At present there are 13 rural institutes in different parts of the country.

University Status for Two Institutions

The Tata Institute of Social Sciences and Kashi Vidyapeeth are likely to be recognised as institutions "deemed to be universities" under Section 3 of the UGC Act. The proposal to declare Gujarat Vidyapeeth as an institution deemed to be university is also being examined.

Compulsory Social Service

The Punjab Government is considering a proposal to make compulsory two months' social service in villages for university students. Under the proposed scheme students would have to obtain certificates from village panchayats to the effect that they had performed social service.

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American History and Literature Workshop

The United States Educational Foundation in India and the new American Studies Research Centre sponsored a "workshop" for teachers of American History and American Literature in Indian colleges and universities, in Mussoorie from May 28 to June 13. It was attended by 34 teachers from universities all over India and several American scholars.

This workshop was the second sponsored by the Foundation in connection with its assistance to Indian institutions for the introduction of papers in these two subjects. There are now 35 or more universities teaching one or both of these subjects.

U.S. Experts

For the leadership of the workshop, several outstanding American scholars came to India: Dr. Charles Boewe, Executive Secretary, American Studies Association, and Asstt. Professor of English, University of Pennsylvania; Dr. William M. Gibson, Professor of English, New York University; Dr. William H. Cartwright, Professor and Chairman, Dept. of Education, Duke University; Dr. William B. Hesseltine, William F. Vilas Research Professor in American History, University of Wisconsin; and Dr. Wendell H. Stephenson, Professor of History, University of Oregon.

The workshop was also fortunate in having the assistance of Dr. Brom Weber of the University of Minnesota, who was visiting India in connection with the Chair in American Literature at Osmania University; and Dr. Reuel Denney, Director of the American Studies Institute of the University of Hawaii. Dr. Jay Gurian, Instructor in English, University of Minnesota, and Dr. Kelsie B. Harder, Professor of English, Youngstown University, who were already in India, were also on the staff.

The workshop consisted of lectures, discussions and short papers by both the American staff and the Indian participants.

Business Management Education

A seminar on planning business education and research in India was organised by Allahabad University from June 10 to 17 at Mussoorie.

Dean Alfred L. Seelye of Michgan State University (U.S.A.), in his inaugural address, said that the development of human resources, of which managerial talent is an important part, is a key factor in the industrialization of the present-day underdeveloped economies.

He then proceeded to spell out at length his ideas on the role of business schools in the changing environment. In the age of swift and significant changes, he said, the basic administrative processes remained the same, but the methods and tools had been changing to meet the challenge of what might be called a "third Industrial Revolution". He explained in detail the two new major breakthroughs in the field of management science, viz., the computor revolution and system analysis, which takes an integrated view of the firm as a whole as against its constituent departments.

Prof. A.N. Agarwala, director of the seminar, presented his views about the future needs of the country for managerial talent and emphasised that a large-scale drive was necessary to improve the quality as well as the quantity of business graduates.

Teaching of Jurisprudence

An all-India seminar on the teaching of Jurisprudence in India was held at Mount Abu from May 12 to May 21 under the auspices of Rajasthan University. The seminar was attended by judges and law teachers from different parts of the country and also by some foreign scholars. It was inaugurated by the Supreme Court Judge, Mr. Justice P.B. Gajendragadkar, and was presided over by the Governor of Rajasthan, Dr. Sampurnanand.

I.C.A.R. Seminar

The Indian Council of Agricultural Research held a seminar on teaching methods of Agriculture and Veterinary Sciences from June 11 to 15 at Simla. Subjects discussed included Practical Agriculture, Agricultural Engineering and Horticulture.

Anatomy Workshop

New methods and techniques for teaching Anatomy were demonstrated to medical students at a 13-day workshop seminar held at Bangalore from June 3 to 15. The seminar was sponsored by the Medical Council of India in collaboration with the United States Agency for International Development (USAID).

The Medical Council of India intends to cut short the period of teaching Anatomy from two years to one-and-a-half years and hopes that the new techniques will make this possible.

Dr. Russell T. Woodbourne, Head of the Department of Anatomy, University of Michigan (USA), delivered lectures and held practical demonstrations.

Refresher Course in Physics and Chemistry

The second refresher course for university teachers organised by the Trombay Establishment in collaboration with the Tata Institute of Fundamental Research started on May 1. About 20 teachers in Physics and 15 in Chemistry were selected for the six-week course, the object of which is to provide facilities to teachers to acquaint themselves with the latest progress in Nuclear Science.

Summer School in Theoretical Physics

About 50 research workers from all over India are attending a four-week summer school in Theoretical Physics at Dalhousie. The school will last till June 30, 1963.

The programme of the summer school includes a series of lectures on recent advances in Elementary Particle Physics, Body Problems and Plasma Physics, primarily for the benefit of young scholars who are actively engaged in research in these subjects.

—A summer school-cum-refresher course in Physics was organised at Jaipur, from May 6 to May 25 for the benefit of Physics teachers at Rajasthan University and its affiliated colleges. The Department of Mathematics will hold its summer school in May/June 1963 for the third consecutive year.

Another I.I.T.

It is understood that the Government of India proposes to introduce legislation to declare the College of Engineering and Technology, Delhi, as an "institution of national importance" and thus bring its status at par with the other four Indian Institutes of Technology. As the Indian Institute of Technology, Delhi, it will acquire an independent status and the right to confer its own degrees and diplomas, and to frame its own syllabi and academic policies.

The institute, when developed, will have a capacity of 1,250 undergraduate and 300 post-graduate students.

The British Government and British industry have agreed jointly to provide, over the years 1963-67, a further £ 400,000 worth of equipment for the institute. The British Government has also agreed to meet the expenses for providing 15 British professors during the same period.

New Course at Kharagpur

An M. Sc. course in Mathematics, based on the pattern recommended by the UGC Review Committee, is to be introduced by the Indian Institute of Technology, Kharagpur from August this year. Twenty-five per cent of those who are admitted will get scholarships of the value of Rs. 75 p.m. each *plus* free tution.

Facilities for post-graduate work leading to diploma courses in specialised subjects, and research facilities leading to a Ph. D. degree are already available at the IIT. Those who have satisfactorily completed the M. Sc. course can get Rs. 250 per month to pursue further post-graduate research.

Junior Technical Schools

It is understood that the Minister for Scientific Research and Cultural Affairs has requested the State Chief Ministers to expedite the establishment of junior technical schools for turning out skilled and semi-skilled workers. Out of the 110 such schools planned for the third Plan period, 33 have already started functioning.

Technical Training Campus for Delhi

The Delhi Technical Education Committee of the Ministry of SR & CA has decided to develop the Kashmere Gate area in Delhi as a technical training centre. At present technical institutes are scattered all over the city.

The Delhi Polytechnic is proposed to be expanded and given an autonomous status, so that it forms the nucleus of the proposed campus. New courses in Commercial Art are to be introduced in the polytechnic and technical training facilities expanded.

There is also a proposal to start evening classes for Government and private employees who cannot attend day courses offered by the institute.

Technical Education in Maharashtra

The Directorate of Technical Education, Maharashtra State, held a conference of Principals of Government engineering colleges, polytechnics and technical institutions at Karad from May 23 to 26 to devise methods of bringing about effective co-ordination in technical education in Maharashtra. The conference decided to have a planned expansion of technical education and worked out requirements for increasing the number of seats in technical institutions.

Graduate Chemical Engineers.

In all 3,022 chemical engineers (2,767 degree-holders and 255 diploma-holders) were enrolled in the National Register of Scientific and Technical Personnel by the end of 1962. The number of chemical engineers enrolled in the Indians Abroad Section was 280.

An analysis of the age and employment of the 2,767 graduate chemical engineers shows that two-thirds of them are below 36 years of age and only 7% between 35 and 45. Nearly two-thirds are employed in industries, a bulk of these being employees in the private sector.

BRIEFS

A course in Shudha Ayurveda will start in various Ayurvedic colleges in Gujarat from June this year. This information was given by the State Health Minister, Shri Mohan Lal Vyas, in a statement recently at Jamnagar.

A total of 410 seats would be available for the course. The mixed course in Ayurveda run by the colleges in Surat and Jamnagar would be abolished. Shri Vyas also indicated that a dental college would soon be opened in Ahmedabad with an intake of 30 students.

★

The Public Health Minister of Maharashtra State announced recently an increase of 230 seats in medical colleges in the State from the ensuing session. The present strength of seats in medical colleges in Maharashtra is 770.

★

The name of the Royal Faculty of Physicians and Surgeons, Glasgow, has been changed to "Royal College of Physicians and Surgeons of Glasgow". Consequently, the nomenclature of F.R.F.P.S. (qua surgeon) has been changed to F.R.C.S. (Glasgow) and of F.R.F.P.S. (qua. physician) to either M.R.C.P. (Glasgow) or F.R.C.P. (Glasgow).

★

The Chief Minister of Punjab, addressing a function at the Gurdaspur Kala Kendra on April 22, stated that he would soon take steps for the establishment of a music university in Chandigarh on the lines of the Prayag Sangeet Samiti of Allahabad.

★

The foundation stone of Ahimsa Centre Library, estimated to cost about Rs. 14 lakhs and expected to stock manuscripts and books on Religion, Philosophy and Theosophy, was laid in New Delhi by the Prime Minister, Shri Jawaharlal Nehru. The library will have a research institute attached to it. It will take two years in getting ready.

SUPREME COURT HIGHLIGHTS TRUE ROLE OF EDUCATION

It was briefly reported in Vol. 1 No. 2 of University News that the Supreme Court on April 1 ruled that educational institutions did not fall within the definition of "industry" under the Industrial Disputes Act. The full judgement of the Supreme Court has now become available and a further report, alongwith a few extracts from the judgement, is given below, as the Court's observations have an important bearing on the function of educational institutions.

THE Supreme Court, in the case *University of Delhi versus Ram Nath*, recently declared that the work carried on by the university was not an industry under s. 2(j) of Sec. 25-F of the Industrial Disputes Act, 1947. The case arose out of two petitions filed against Delhi University and the Principal of Miranda House, a university college for women, by two of their employees, who were served with notices that their services would be no longer required because it had been decided to discontinue the college bus service which was running at a loss.

The employees of the university got an order passed from the Industrial Disputes Tribunal, directing the university and Miranda House to pay Rs. 1,050 to each of the employees as retrenchment compensation. The validity of this order was challenged before the Supreme Court by Delhi University on the ground that the work carried on by Miranda House was not an industry. The appeal of the university was accepted by the Supreme Court and the order of the Tribunal was set aside.

Place of Teachers

The judgement deals with various aspects of the case. On the question whether the concept of co-operation between teachers and their institutions being treated as similar to the co-operation between labour and capital fits in with the scheme of the Act, the Court says: "In our opinion, having regard to the fact that the work of education is primarily and exclusively carried on with the assistance of the labour and co-operation of teachers, the omission of the whole class of teachers from the definition described by s.2(s) has an important bearing and significance in relation to the problem which we are considering. It could not have been the policy of the Act that education should be treated as industry for the benefit of a very minor and insignificant number of persons who may be employed by educational institutions to carry on the duties of the subordinate staff."

Justice P.B. Gajendragadkar, who delivered the judgement, remarked: "Education seeks to build up the personality of the pupil by assisting his physical, intellectual, moral and emotional development. To speak of this educational process in terms of industry sounds so completely incongruous that one is not surprised that the Act has deliberately so defined workmen under s.2(s) as to exclude teachers from its scope. Under the sense of values recognised both by the traditional and conservative as well as the modern and progressive social outlook, teaching and teachers are, no doubt, assigned a high place of honour and it is obviously necessary and desirable that teaching and teachers should receive the respect that is due to them. A proper sense of values would naturally hold teaching and teachers in high esteem, though power or wealth may not be associated with them...The position nevertheless is clear that any problems connected with teachers and their salaries are outside the purview of the Act, and since the teachers form the sole class of employees with whose co-operation education is imparted by educational institutions, their exclusion from the purview of the Act necessarily corroborates the conclusion that education itself is not within its scope."

No Profit Motive

At another place the judgement says: "It is well known that this organisation does not contribute capital of itself in carrying out its work of imparting higher education. It receives grants from the Central Government, from the University Grants Commission, and from charitable donors and charitable institutions. It also receives some income from tution fees. But then, it seems very difficult to postulate that in the work of imparting education the University of Delhi contributes any capital as such. This work is carried on by the university with the co-operation of all its teachers and it would sound inappropriate to hold that this work is in the nature of a trade or business, or it amounts to rendering of service which can be treated as an industry under the Act. What we have said about the University of Delhi would be equally true about all educational institutions which are founded primarily for the purpose of imparting education."

"It is well known that the University of Delhi and most other educational institutions are not formed or conducted for making profit; no doubt, the absence of profit motive would not take the work of any institution outside s.2(j) if the requirements of the said definition are otherwise satisfied. We have referred to the absence of profit motive only to emphasise the fact that the work undertaken by such educational institutions differs from the normal concept of trade or business. Indeed, from a rational point of view it would be regarded as inappropriate to describe education even as a profession. Education in its true aspect is more a mission and a vocation rather than a profession or trade or business, however wide may be the denotation of the two latter words under the Act... because, essentially, the creation of a well-educated, healthy, young generation, imbued with a rational progressive outlook on life, which is the sole aim of education, cannot at all be compared or assimilated with what may be described as an industrial process. Therefore, we are satisfied that the University of Delhi and Miranda College for Women run by it cannot be regarded as carrying on an industry under s.2(j)."

Campus News

Parapsychology Centre

Andhra University has been chosen for locating a centre for research in Parapsychology. The scheme is being introduced on an experimental basis in the first instance for a period of 5 years. The continuance of the centre thereafter may be considered on the basis of the results achieved.

Prakrit Dictionary

A colourful ceremony to mark the publication of the Prakrit Dictionary (Prakrit Shabda Maharnava), compiled by the Prakrit Text Society, was held at Banaras Hindu University on March 30. Dr. Vasudeva Saran Agrawal, Principal, College of Indology, BHU, speaking on the occasion, stressed the need for establishing a national institution for compiling a dictionary of Sanskrit, Pali and Prakrit languages and literature. He said India was rich in its heritage of words and their meanings and an earnest endeavour should be made to record this wealth on scientific lines.

Research Publication

Visva Bharati has issued *Punthi-Parichaya Vol. III* by Dr. Panchanan Mandal, a research publication in the series of descriptive catalogues of Bengali manuscripts preserved at the university. Apart from a general description of 500 manuscripts, typical selections from 251 of them by 159 different authors have been quoted extensively and discussed. An elaborate discourse on a 15th century text by Kavichandra Misra has also been included.

Perception of Emergency in Rural Areas

The Social Education Organiser's Centre of Visva-Bharati undertook a study on the "Perception of National Emergency in Rural Areas" in collaboration with the National Institute of Community Development, Panchayati Raj and Co-operation, New Delhi. The study has recently been completed and the final report has been sent to the Ministry concerned.



Dr. Karan Singh, Sadar-i-Riyasat of Jammu & Kashmir, at Rajasthan University, where he recently opened the new science block (Vigyan Bhavan). Others in the picture are (*from l. to r.*) Dr. R.C. Mehrotra, Dean of the Faculty of Science; Dr. Sampurnanand, Chancellor; and Dr. M.S. Mehta, Vice-Chancellor.

Hobby Workshop at Delhi Campus

Dr. C. D. Deshmukh, Vice-Chancellor, Delhi University, formally inaugurated on April 22 the Hobby Workshop which provides facilities for students in carpentry and wood turning, metal works, and photography.

An auto-cycle made by a student of B.Sc. Physics (Honours) class, exhibited on the occasion, earned a prize from the Vice-Chancellor.

Dr. Deshmukh, describing the utility of a hobby workshop, explained that by providing diversion and relaxation it helped the student in developing his intellectual capacity.

Central Universities' V. Cs. Meet

A conference of the Vice-Chancellors of the four central universities, namely, the Universities of Delhi, Aligarh, Banaras and Visva-Bharati, was held on April 5 at Varanasi under the chairmanship of Dr. D.S. Kothari, Chairman, UGC. The conference discussed common problems affecting the central universities.

Experiment in Self-help

On March 10, Visva-Bharati observed *Gandhi Punyaha*. The day is celebrated to commemorate the self-help experiment initiated at this university by Mahatma Gandhi. The servants were given their usual holiday and students and members of the staff at Santiniketan and Sriniketan volunteered for cleaning the campus, flushing the drains, cooking, serving and cleaning utensils.

- The Government of Jammu & Kashmir has appointed a committee under the chairmanship of Shri B.N. Ganguli, Pro-Vice-Chancellor, Delhi University, to examine the difficulties which Jammu & Kashmir University is facing owing to the location of the post-graduate departments at two places, that is, Jammu and Srinagar.

- Two new university hostels for boys, one at Srinagar and the other at Jammu, have been commissioned.

- Karnatak University plans to construct a museum building for its Department of History at a cost of Rs. 2.50 lakhs.

COURSES OF STUDY

Aligarh University proposes to set up a separate *Department of Sanskrit* from the present composite Department of Hindi and Sanskrit.

Banaras Hindu University is going to introduce M.S. and M.D. Courses in the College of Medical Science.

Calcutta University has started a post-graduate medical college which offers M.Sc. (Medical) courses in Anatomy, Physiology, Pharmacology and Pathology, including Bacteriology. It also offers diploma courses in Basic Medical Sciences.

Delhi University : A two-year post-graduate course in *Operations Research* is to start from July 16 this year.

B.A. (Honours) course in Geography and a one-year post-graduate diploma course in *Geography* have been instituted this year.

A combined Honours course in *Social Sciences* (Sociology, Political Science and Economics) will start from the next session (1964-65).

The university has instituted the M. Litt. degree in *Buddhist Studies*. The course is of two years and will start from the current academic year.

B.A. (Honours) and M.A. courses in *Bengali* will start from the new academic session.

Part-time evening courses of one year's duration in modern languages, i.e. Bengali, Gujarati, Marathi, Tamil, Telugu, Malayalam and Kannada, will start from July 1963.

Gurukul Kangri Vishwavidyalaya : M.A. classes in Sanskrit, Philosophy, Ancient Indian History, Psychology and Mathematics are proposed to be started from July 1963. Those M.A. students who submit theses will be awarded the diploma of Vidhavachaspati in addition.

Jummu & Kashmir University : Two more post-graduate departments, namely, those of History and Political Science, are being opened this year at Jammu and Srinagar respectively.

Kashi Vidyapeeth intends to conduct a post-graduate course in *Applied Sociology*.

Mysore University : Post-graduate diploma courses of one year's duration in the following medical subjects have been recently instituted :

Dermatalogy ; Physical Medicine and Rehabilitation ; Venerealogy ; Child Health ; Radiology ; Anaesthesia ; Oto-Rhino-Laryngalogy ; Obstetrics and Gynaecology ; and Orthopaedics.

A post-graduate course leading to the Master's degree in Engineering in *Soil Mechanics* and *Foundation Engineering*, of one-and-a-half year's duration, has been instituted from April 1, 1963.

Osmania University : A one-year course in *Applied Geology & Geophysics*, leading to the degree of M. Tech., is being instituted from the academic year 1963-64 for students who have taken a Master's degree in Geology.

Punjabi University is starting post-graduate teaching in the subjects of English, Punjabi, Economics, Mathematics, Chemistry and Physics from July 1963.

Rajasthan : The Government of Rajasthan has opened a College of Nursing in Jaipur, to impart courses leading to the *B Sc.* (*Nursing*) degree of Rajasthan University. The opening of this college has been made possible by American assistance.

The university will start evening courses in *Steno-typing* (both Hindi and English) from the next academic session to meet the shortage of properly trained stenographers in the State.

ACCELERATION OF COURSES

Lucknow University: The duration of the M.B.B.S. course has been reduced to four-and-a-half years from the session 1963-64.

Sri Venkateswara : In view of the national emergency, acceleration in the fourth and fifth years of B.E. has been made. Accordingly, these classes commenced from May in the Engineering College, Tirupati, and the Government College of Engineering, Anantapur. University examination for these students will be held early in December 1963.

The six-month internship for medical graduates has been abolished and instead one-year housemanship introduced.

ADMISSIONS

Lucknow University : An increase in the number of admissions by 25% in the M.B.B.S. first year class at the K.G. Medical College, Lucknow, and the G.S.V.M. Medical College, Kanpur, has been approved from the session 1963-64.

EXAMINATIONS

Jammu & Kashmir University will start holding bi-annual examinations for all faculty examinations from the year 1964.

A candidate who has passed his M.A. or M.Sc examination from the university in the third division will be allowed to reappear in the same subject in order to improve his division. This concession will also be available to candidates having passed from any other recognised university, with the previous permission of the syndicate.

Punjabi University has introduced internal assessment in the Faculties of Science, Arts & Social Sciences, Languages, and Business Administration & Commerce, and has earmarked 20% of the marks in a paper for this purpose. These marks will cover the student's classwork, homework and house examination records. A student who fails to obtain 50% marks in the internal assessment shall not be eligible for the university examination.

Students failing in one paper in Part I or Part II of the M.A. examination shall be declared to have failed in that paper only, provided they get 50% marks in the other three papers taken together. Such students will be permitted to reappear in the paper in which they fail in order to qualify for the examination.

MEDIUM OF INSTRUCTION

From the academic session beginning this year, instruction up to degree level in Economics, History, Civics and Political Science will be imparted in the colleges affiliated to Punjab University through the medium of Punjabi. The students, however, will have the option to answer their question papers in English or Punjabi or Hindi.

Number of Students Registered for Various Ex

	P.U.C. Arts	P.U.C. Science	B A.	B.Sc.	B. Com.	M.A.	M.Sc.	M. Com.	B. Ed.	M. Ed.
1. Agra	—	—	11208	4203	2211	5776	1112	549	2881	45
2. Aligarh	307	461	173	223	28	443	125	34	91	25
3. Andhra	16,1435		2,676 50 (H)	5,464 93 (H)		236	156	--	617	9
4. Banaras	105	382	1227	293	264	1305	164	24	95	12
5. Bhagalpur	6248	2649	4491 1176 (H)	688 87 (H)	1247	410[1]	35	—	—	—
6. Bombay	—	—	3561	3947[8]	817	755	443	213	273	26
7. Calcutta	—	—	29722	7371[2]	10798	—	9(Bio.)	—	—	—
8. Delhi	612[3]	98[3]	3025 985 (H)	397[9] 200 (H)	372	1469[4]	127		146	15
9. Jadavpur	79	22	55 (H)	57 (H)	—	—	—	—	—	—
10. Jodhpur	559	457	477	144	130	139	33	26	163	—
11. Karnatak	4013	3266	770[8]	362	432	230	171	61	241	52
12. Kerala	24310[5]		2330	6540	—	402	382	—	—	—
13. Kurukshetra	151	99	—	—	—	24	24	—	—	—
14. Magadh	8344	4175	1701 490 (H)	483 53 (H)	—	—	—	—	—	—
15. M.S. Baroda	1342	660	348	206[9]	424	109	143	33	107	21
16. Osmania	4752	1792	3905	3245	1456	326	126	15	555	22
17. Poona	13418	6867	3914[8]	1522 8 (H)	1372	711	281	68	636	114
18. Punjabi	305	113	795 27 (H)	128	208	—	—	—	193	1
19. Rajasthan	6738	3142	7487	842	889	1368	243	143	596	17
20. Rajasthan Agri.	—	—	—	—	—	—	—	—	—	—
21. Roorkee	—	—	—	—	—	—	25	—	—	—
22. S.V. Vidyapeeth	808	1267	151	124	148	65	104	16	102	9
23. Saugar	—	—	3053	938	566	788	178	41	659	10
24. S.N.D.T.	3401	—	410[8]	34[9]	—	315	—	—	244	51
25. Sri Venkateswara	3962[5]		375	595	74	126	85	—	—	—
26. Vikram	—	—	3647	495	781	1267	361	282	478	5
Total	95,597	25,450	88,229	38,742	22,217	16,264	4,327	1,505	8,077	51

[1] Except English, Philosophy and Political Science [2] Two years course students only [3] Qualifying examination [4] Including M. Com. [5]

Abbreviations—N.A. ; Not Available ; H : Honours ; Bio. : Biochemistry.

nations (1963–Final) at 26 Indian Universities

B.	LL. M.	B.Sc. (Ag.)	M.Sc. (Ag.)	M. B. B. S.	M. D / M. S.	B.V.Sc. & A.H.	M.V.Sc. & A.H.	B.E./B.Sc. (Engg.)	M.E./M.Sc. (Engg.)	B. Tech.	M. Tech.
176	26	1716	238	84	41	110	41	68	—	28	15
122	3	—	—	—	—	—	—	118	—	—	—
81	7	292	—	247	198	—	—	492	—	33	60
230	N.A.	70	32	N.A.	—	—	—	480	—	174	—
225	—	289	—	—	—	—	—	422	—	—	—
019	86	—	—	187	168	42	27	214	—	211	8
384	—	—	—	1313	—	46	—	693	59	210	108
235	3	—	—	103	50	—	—	247	—	50	—
—	—	—	—	—	—	—	—	405	—	—	—
63	—	—	—	—	—	—	—	126	—	—	—
223	3	108	32	143	—	—	—	381	—	—	—
—	—	59	—	98	—	58	—	402	—	—	—
—	—	—	—	—	—	85	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
124	—	—	—	46	14	—	—	379	5	60	—
358	22	100	14	338	—	68	—	343	3	31	15
175	20	183	16	59	21	—	—	516	38	18	—
—	—	—	—	193[6]	—	—	—	475	—	—	—
260	4	50	—	113	34	—	—	170	10	—	—
—	—	173	19	—	—	60	—	—	—	—	—
—	—	—	—	—	—	—	—	248	132	18	—
—	—	192	1	—	—	—	—	291	11	—	—
396	—	75	10	—	—	—	—	111	—	—	18
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	351			
462	—	126	55	315	144[7]	47	13	222	—	—	—
5,533	174	3,433	416	3,229	670	516	81	7,154	268	833	228

P.U.C. Science [6] First and Final [7] Includes D.C.H. [8] Special & General [9] Includes Home Science

Engineering Colleges in India

Name of Institution	Courses of Study	Sanctioned Seats	Duration of Course (years)
ANDHRA PRADESH			
1. Engineering College, Anantpur	C, M, E	152	5
2. College of Engineering, Osmania University, Hyderabad	C, M, E, Mi	235	5
*3. Department of Chemical Technology, Osmania University, Hyderabad	Ch.	60	5
4. College of Engineering, Kakinada	C, M, E	120	5
5. Sri Venkateswara University College of Engineering, Tirupati	C, M, E	120	5
*6. Andhra University Colleges, Department of Technology, Waltair	Ch.	60	5
7. University College of Engineering, Waltair	C, M, E	120	5
8. Regional Engineering College, Warangal	C, M, E	250	5
ASSAM			
9. Assam Engineering College, Gauhati	C, M, E	120	4
10. Jorhat Engineering College, Jorhat	C, M, E	120	4
BIHAR			
11. Engineering College, Bhagalpur-3	C, M, E	120	4
12. Indian School of Mines, Dhanbad	Mi	90	4
13. Regional Institute of Technology, Jamshedpur	C, M, E, Met	250	5
14. Muzaffarpur Institute of Technology, Muzaffarpur	C, M, E	120	4
15. Bihar College of Engineering, Patna	C, M, E	120	4
16. Birla Institute of Technology, Mesra, Ranchi	C, M, E	270	4
17. Bihar Institute of Technology, Sindhri	C, M, E, Ch, Met	270	4
DELHI			
18. College of Engineering and Technology, Hauz Khas, New Delhi	C, M, E, Ch.	220	5
19. Delhi Polytechnic, Delhi	C, M, E, Ch.	110	4
*20. School of Planning and Architecture, New Delhi	A	30	5½
GUJARAT			
21. L.D. College of Engineering, Ahmedabad	C, M, E	300	3
*22. Faculty of Technology and Engineering, Baroda	C, M, E, A	280	4-5
23. Lukhdhirji Engineering College, Morvi	C, M, E	120	3
24. Sardar Vallabhbhai Regional College of Engineering and Technology, Majura Gate, Surat	C, M, E	60	3
25. Birla Vishvakarma Mahavidyalaya, Vallabh Vidyanagar, Dist. Kaira	C, M, E	240	4
JAMMU & KASHMIR			
26. Regional Engineering College, Naseem Bagh, Srinagar	C, M, E	250	5
KERALA			
27. Engineering College, Kothamangalam	C, M, E	120	5
28. Regional Engineering College, Kozhikode	C, M, E	230	5
29. N.S.S. College of Engineering, Palghat	C, M, E	120	5
30. Thangal Kuuju Musaliar College of Engineering, Quilon	C, M, E	120	5
31. Engineering College, Trichur	C, M, E, Ch.	150	5
32. College of Engineering, Trivandrum	C, M, E, A	240	5
MADHYA PRADESH			
33. Maulana Azad College of Technology, Bhopal	C, M, E	250	5
34. Madhav Engineering College, Gwalior	C, M, E	120	5
35. Shri Govindram Seksaria Technological Institute, Indore	C, M, E	180	5
36. Government Engineering College Jabalpur	C, M, E	240	5
37. Government College of Engineering and Technology, Rajpur	C, M, E, Ch. Mi, Met.	150	5
38. Samrat Ashok Technological Institute, Vidisha	C, M, E	120	5
MADRAS			
39. College of Engineering, Annamalai University, Annamalainagar	C, M, E	180	5
40. Department of Technology, Annamalainagar	Ch.	60	5
41. Coimbatore Institute of Technology, Coimbatore Aerodrome Post	C, M. E	120	5
42. Government College of Technology, Coimbatore	C M.E	120	5
43. P.S.G. College of Technology, Peelamedu, Coimbatore	C.M.E	120	5

*44.	Alagappa Chetiar College of Engineering and Technology, Karaikudi	C, M, E	120	5
45.	Alagappa Chettiar College of Technology, Madras	Ch., A	80	5
46.	College of Engineering, Guindy, Madras	C,M,E. Mi	235	5
47.	Indian Institute of Technology, Madras	C, M, E, Ch, Met	267	5
48.	Thiagarajar College of Engineering, Tirparankundram	C, M, E	120	5
MAHARASHTRA				
49.	College of Engineering, Aurangabad	C, M, E	120	3
*50.	Department of Chemical Technology, University of Bombay, Bombay-19	Ch.	60	4
*51.	Indian Institute of Technology, Powai, Bombay	C, M, E, Ch, Met	325	5
52.	Sir J.J. College of Architecture, Bombay	A	80	5
*53.	Victoria Jubilee Technical Institute, Matunga, Bombay	C, M, E	140	3
54.	College of Engineering, Karad	C, M, E	120	3
55.	Government Polytechnic, Nagpur	A	30	5
*56.	Lakminarain Institute of Technology, Nagpur	Ch.	36	4
57.	Regional College of Engineering, Nagpur	C, M, E	120	3
*58.	College of Engineering, Poona	C. M, E, Met	252	3
59.	Walchand College of Engineering, Vishrambag, Sangli.	C, M, E	120	3
MYSORE				
60.	B. M. Sreenivaish College of Engineering, Bangalore	C, M, E	120	5
*61.	Indian Institue of Science, Bangalore	E-Met.	90	3-2
62.	University College of Engineering, Bangalore	C, M, E	210	5
63.	B.D.T. College of Engineering Davangere	C, M, E	120	5
64.	Hyderabad Karnatak Education Society's Engineering College, Gulbarga	C, M, E	120	3
65.	Malnad College of Engineering, Hassan	C, M, E	120	5
66.	B. V. Bhoomraddi College of Engineering and Technology, Hubli	C, M, E	120	5
67.	Manipal Engineering College, Manipal	C, M, E	240	5
68.	National Institute of Engineering, Mysore	C, M, E	120	5
69.	Karnataka Regional Engineering College, Surathkal	C, M, E	252	5
ORISSA				
70.	University College of Engineering, Burla	C, M, E	180	4
71.	Regional Engineering College, Rourkela	C, M, E, Ch, Met.	250	4
PUNJAB				
72.	Chandigarh College of Architecture, Chandigarh	A	30	5
73.	Department of Chemical Engineering and Technology, Punjab University, Chandigarh	Ch.	60	4
74.	Punjab Engineering College, Chandigarh	C, M, E	240	4
75.	Guru Nanak Engineering College, Ludhiana	C, M, E	120	4
76.	Thapar Institute of Engineering & Technology, Patiala	C, M, E	120	4
RAJASTHAN				
77.	Mugneeram Bangur Memorial Engineering College, Jodhpur	C,M,E Mi	250	5
78.	Birla College of Engineering, Pilani	C, M, E	180	5
UTTAR PRADESH				
79.	Engineering College, Dayalbagh Agra	M, E	30	4
80.	College of Engineering and Technology, Muslim University, Aligarh	C, M, E	120	4
81.	Motilal Nehru Engineering College, Allahabad	C, M, E	110	4
*82.	H.B. Technical Institute, Nawabgang, Kanpur	Ch.	30	4
83.	Indian Institute of Technology, Kanpur	C,M,E, Ch., Met.	100	5
84.	Roorkee University, Roorkee	C, M, E	240	4
*85.	College of Mining and Metallurgy, B.H.U., Varanasi	Mi, Met	100	4
86.	Department of Chemical Engineering and Chemical Technology, B.H.U., Varanasi	Ch.	30	4
87.	Engineering College, 'Banaras Hindu University, Varanasi	C, M, E	270	4
WEST BENGAL				
*88.	University College of Engineering and Technology, Jadavpur University. Calcutta	C,M,E, Ch.	330	5
89.	Department of Applied Chemistry, Calcutta University, Calcutta	Ch.	36	3
90.	Regional Engineering College, Durgapur	C, M, E, Met.	250	5
*91	Bengal Engineering College, Sibpur, Howrah	C,M,E, Mi, Met-A	360	5-6
92.	Jalpaiguri Engineering College, Jalpaiguri	C,M,E,	120	5
*93.	Indian Institute of Technology, Kharagpur	C, M, E Mi, Met, A	203	5

Abreviations: C=Civil Engineering, Ch=Chemical Engineering, M=Mechanical Engineering, Mi=Mining, E=Electrical Engineering, Met=Metallurgy, A=Architecture.

N. B.—The list excludes Pharmacy and technological subjects other than those mentioned above.

* These institutions also offer courses leading to the post-graduate degree or diploma in one or more subjects mentioned.

News from Abroad

South-East Asian Educational Body Meets

The fourth general conference of the Association of South-East Asian Institutions of Higher Learning (ASAIHL) was held in Bandung, Indonesia, from April 14 to 19. Air-Marshal M.M. Vejyant Rangsrisht, of Thailand, presided.

ASAIHL, founded in 1956 as a free, voluntary association, has 26 member-institutions in eight countries of South-East Asia, namely, Burma, Hong Kong, Indonesia, Malya, the Philippines, Singapore, Thailand and Viet-Nam. It has its headquarters in Bangkok, Thailand.

The conference, which was inaugurated by Prof. Ir. Tujib Hadiwidjaja, Indonesia's Minister for Higher Education in Science and Research, was attended by 30 accredited representatives of 16 member-institutions and some observers.

Observer from India

For the first time an Indian representative was invited, and Dr. B.D. Laroia, Secretary, Inter-University Board of India, attended the conference as an observer. He was invited to address the conference twice during the four-day session. In these addresses, Dr. Laroia conveyed the greetings of Indian universities to sister institutions in South-East Asian countries and expressed the hope that as a result of personal contacts closer academic relationship will grow between India and South-East Asia.

During his talks with ASAIHL members, Dr. Laroia explained in brief the structure and functions of the Inter-University Board of India, the role it plays in co-ordinating activities of Indian universities, and offered to assist in the establishment of closer liaison between the ASAIHL institutions and the members of IUB.

The delegates evinced keen interest in the information conveyed to them regarding various summer schools, seminars and refresher courses currently being held in India, which could as well be utilised by interested persons in South-East Asian countries.

The following papers were read at the conference :

A University's Place in Hong Kong's Educational System—by Prof. Sir Lindsay Ride, Vice-Chancellor of Hong Kong University.

Medical Education in Thailand—by Prof. Svasti Daengsvang, Rector of the University of Medical Sciences, Thailand.

Some Basic Problems of Higher Education in Indonesia—by Prof. S.I. Santso, Dean, Faculty of Psychology, University of Indonesia.

The Equivalence of University Degrees in South-East Asia—by Dr. Enrique T. Virata, Executive Vice-President of the University of the Philippines.

The conference decided that the following seminars should be held during the next two years :

Philosophy of South-East Asia—At Manila in September 1963.

University Organisation and Administration—at Hong Kong in November 1963.

Customary Law—at Singapore in February 1964.

Agricultural and Veterinary Sciences—at Bogor (Indonesia) in July 1964.

Mathematical Education—at Dalat in November 1964.

Extra-mural Activities—at the time of the fifth general conference of ASAIHL, proposed to be held in Hong Kong late in 1964 or early in 1965.

Col. Dr. Sajarif Thajeb, President of the University of Indonesia, and Prof. Sir Lindsay Ride, Vice-Chancellor of the University of Hong Kong, were elected the new president and vice-president respectively of ASAIHL.

Popularity of Educational Television.

An experiment in televising courses leading to a university degree, launched last year by the French-language University of Montreal and Radio-Canada, has proved so popular among French Canadians that during the forthcoming academic year the number of courses is to be increased from three to seven.

Last year 1,110 students enrolled for the courses, of which 68% took the examination and of these 85% were successful. Over 3,000 copies of mimeographed summaries of the courses were sold to the public by the university, indicating a widespread interest in the experiment.

This year Radio-Canada will broadcast seven courses covering subjects like Athropology, French Grammar and Literature, Physics, Human Geography, Political Economy and History of the Theatre.

President Kennedy Meets Foreign Students.

More than 800 students, mostly from Asia, met President Kennedy in a spring lawn party at the White House on May, 8. This was the third reception for foreign graduate students since Mr. Kennedy took office.

The President told the students : "I can think of no area where you can put your powers to more excellent use and produce more personal and general happiness than in the field of national service, either as politicians or as technicians, to help advance the welfare of your people."

The President cited recent statistics showing that young men were stepping into positions of importance in many countries and said that "this revolution of youth offers the brightest promise that all of you will have an opportunity to put this learning to work in a constructive way".

▶ The University of Panjab, Lahore (Pakistan), invites applications for one post of Reader in Statistics. Grade : Rs. 600-1150 *plus* usual allowances. Higher start admissible. Qualifications : M.A./M.Sc. Statistics (1st Class) *plus* 5 years' experience in teaching post-graduate classes and in research. Applications to reach the Registrar by 1-9-1963.

Scholarships and Awards

Fellowships and Scholarships for Technical Studies

The Technical Division of the Ministry of Scientific Research & Cultural Affairs administers a number of scholarships and fellowships in Science and Technology under its various schemes. Some of these are :

Research Fellowships in Sciences: Eighty fellowships, each of the value of Rs. 400 p.m., are awarded each year to candidates who have obtained a doctorate degree in Science and are not more than 30 years of age. Applications are invited through the universities/ institutions where the candidates propose to work. The fellowships are tenable for three years, but can be extended to five years in special cases.

Fellowships in Technology : These fellowships, each of the value of Rs. 400 p.m., are awarded to students who possess a Master's degree in Engineering or Technology and are registered for a Ph. D. degree.

Research Training Scholarships : Eight hundred scholarships, each of the value of Rs. 250 p.m., are available every year to candidates who possess at least a second class M. Sc. degree and are engaged in research, or are B. Sc. (Hons.) graduates registered for a doctorate degree and have spent at least one year in research. The scholarships are tenable for three years (extendable to four years) and are allotted to universities and other research institutions in proportion to the training facilities available. Selections are made primarily by the institutions concerned, subject to the approval of the Ministry.

Post-graduate studentships : These studentships, each of the value of Rs. 250 p.m., are awarded to students admitted to non-university institutions conducting post-graduate courses. The maximum number of students eligible for the awards in each course per institution is 12, of which two places are reserved for teachers.

Engineering : Scholarships of Rs. 250 each are available to all students registered for post-graduate courses in Engineering and Technology.

Merit-cum Means Scholarships Scheme : 2,130 scholarships (1,395 of Rs. 75 each for degree courses and 725 of Rs. 50 each for diploma courses) were instituted during 1962-63. The scholarships are allotted to individual institutions in proportion to their admission capacity. Candidates who have secured first class in the qualifying examination and whose total family income does not exceed Rs. 625 p.m. (for a family of five members) are eligible for the award. The scholarships are tenable for one year in the first instance, but are renewable for candidates securing first class in their annual examination.

Scholarships at Centrally-sponsored Institutions : Provision has been made at the four IITs at Kharagpur, Bombay, Madras, and Kanpur; the various Regional Engineering Colleges; the College of Engineering and Technology, New Delhi; the Delhi Polytechnic; and the Indian School of Mines, Dhanbad for the award of scholarships, each of the value of Rs. 75 p.m., to 25% of the students in undergraduate courses. The Delhi Polytechnic, however, awards a number of scholarships for diploma courses also. All scholarship holders are exempted from payment of tuition fees. Some of the scholarships are awarded on the basis of merit and the rest on the basis of merit-cum-means. Selections are made by the institutions themselves.

Stipends for Practical Training : At various industrial establishments, Government technical departments, and other organisations, 2,200 training places are available for practical training of graduates and diploma-holders for periods varying between one and two years. It is expected that at least 250 additional places will be secured each year. The value of the stipend for a graduate is Rs. 150 p.m. and that for a diploma holder Rs. 150 p.m.

Nuclear Science Fellowships

The Atomic Energy Commission has decided to award a few fellowships for study and research in Nuclear Physics and Cosmic Rays at the various universities and research institutions in India. The senior fellowship is of the value of Rs. 400 per month and the junior fellowship of Rs. 250 per month.

The fellowships are tenable for a period of two years and may be extended for a further period of one year in special cases.

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George Pepler Award

Shri Ram Lal Setya, an Indian studying for a diploma in Civic Design in the Department of Architecture at Edinburgh University, is the first recipient of the George Pepler International Award for 1963, open to students all over the world interested in Architectural Planning and related subjects.

The fund from which the award is made was established in 1962 by Lady Pepler in memory of her husband, Sir George Pepler, the noted architect and writer on town and country planning, who died in 1959.

U.S. Society's Award

Dr. T. Ramasarma, of the Department of Bio-Chemistry, Indian Institute of Science, Bangalore, has been given a grant-in-aid by the Society of the Sigma XI (U.S.A.) and its associate organisation, the Scientific Research Society of America, to assist him in his study of "Quinones and Embroynic Development".

Sigma XI and RESA each year make a number of grants to promising scientists at critical points in their research careers.

BIOCHEMISTRY IN INDIAN UNIVERSITIES

Review Committees' Report

Review committees on various subjects were appointed by UGC in 1959 for examining courses of study and teaching and research facilities available at universities and colleges and to recommend the lines on which further improvements could be made. A note on the report of the Review Committee on Mathematics appeared in Vol. 1 No. 1 (p. 12) of *University News*. Recently, the report of the Review Committee on Biochemistry has also become available.

The late Dr. B.C. Guha presided over the deliberations of the committee, and Dr. B.D. Laroia, then Development Officer (Science), acted as member secretary. The other members of the review committee were : Dr. S. H. Zahir (then Director of the Regional Research Laboratory, Hyderabad) ; Dr. V. Jagannathan (NCL, Poona) ; Dr. P.S. Krishnan (University of Lucknow) ; Dr. B. Mukherji (CDRI, Lucknow) and Dr. P.S. Sharma (IIS, Bangalore).

Rapid Development

Biochemistry is a relatively young scientific discipline, but it has made phenomenal progress during recent years. Although only a few Indian universities boast of independent departments of Biochemistry, its advancement has been fairly rapid over the last decade. The number of papers published in 1958 rose to 453 from 244 published in 1956.

The review committee's report gives an analysis of the present position of biochemical studies and research in India, and suggests certain lines for future development. The committee, explicitly, does not approve of the establishment of undergraduate courses in Biochemistry and, consequently, has prepared the model syllabus for postgraduate studies only. The report also deals with the nature of financial assistance required to develop biochemical studies and research in Indian universities.

From its various recommendations, the following may be mentioned :

(i) The Department of Biochemistry should enjoy an independent status as a department of study.

(ii) The courses in the first years of M.Sc. should cover basic principles of Biology and Physiology alongwith some biochemical subjects.

(iii) Each centre for training should normally admit only 10 to 12 students a year and only those centres should be allowed to develop where Chemistry departments are well developed.

(iv) To encourage research, facilities should be developed on a regional basis, so that such centres could provide adequate facilities in almost all major branches of Biochemistry. When more funds become available, these facilities should be extended to all centres of training.

(v) Where there are no independent departments of Biochemistry, a biochemist of the rank of a reader should be attached to the departments of biological sciences.

(vi) The introduction of a system of teaching assistantships on a fixed remuneration and encouraging senior Ph. D. candidates to take up such studentships is highly commendable.

(vii) Short-term courses should be provided in certain specialised areas of knowledge.

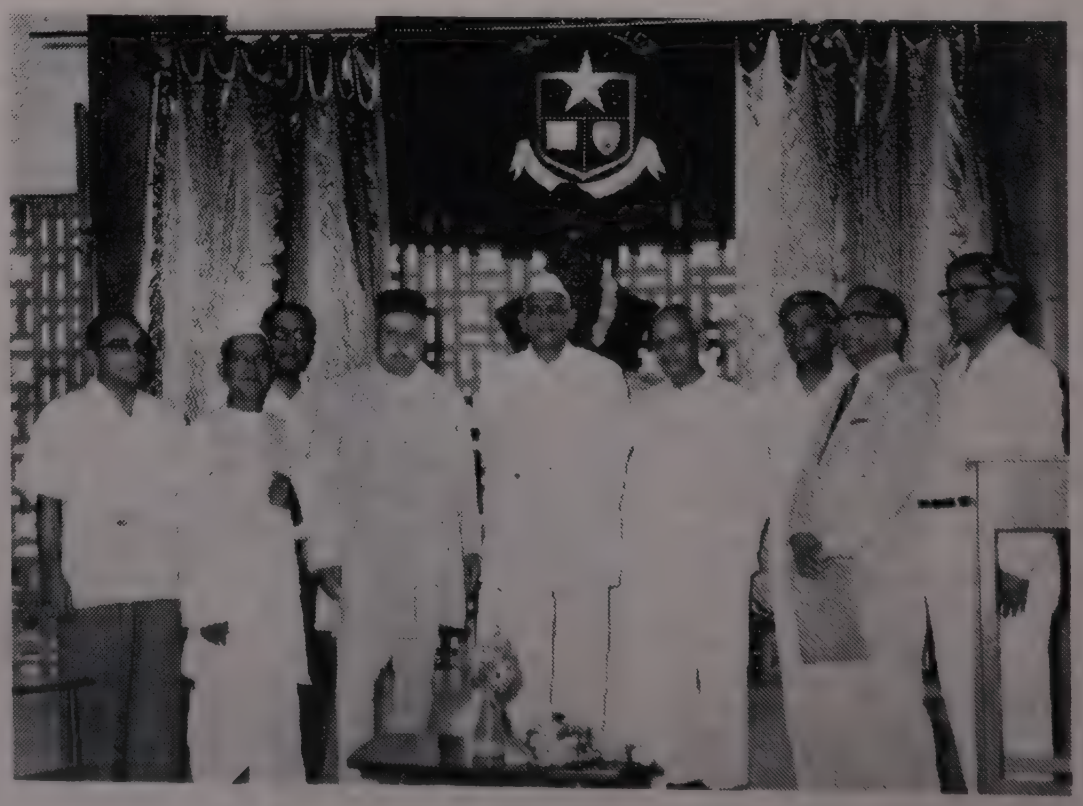
Memorial to Founder of Educational Trust

Dr. K.L. Shrimali, Union Education Minister, unveiled the bust of the late Sardar Dyal Singh Majithia in the portico of the Dayal Singh College, New Delhi, on April 28.

Dr. Shrimali paid homage to the great philanthropist, and said that the task of spreading education should be primarily the responsibility of society, although a democratic government striving for a welfare State would have to take an active interest in educational development. He was happy to note that the tendency of relying too much on Government assistance was now on the wane.

Dewan Anand Kumar, Honorary Secretary of the Dyal Singh College Trust Society and former Vice-Chancellor of Punjab University and member of UGC, recounted the magnificent contribution made by Sardar Dyal Singh to the spread of education in Punjab.

The Dyal Singh institutions owe their existence to the public spirit and vision of the late Sardar Majithia who, in 1895, donated his entire princely estate for the creation of three Trusts in Punjab: The Dyal Singh College Trust Society, the Dyal Singh Library Trust, and the Tribune Trust.



Bust of Sardar Dyal Singh unveiled.

From l. to r.—Shri B. R. Bowry, L. Feroze Chand, Shri R. K. Chabra, Dewan Anand Kumar, Dr. K. L. Shrimali, Col. Amir Chand, Dr. V. S. Puri, Dr. B. D. Laroia and Shri K. L. Malhotra.

Sports

I.U.S.B.'s Appeal for Harmony in Sports

In an earnest appeal issued at its 23rd annual meeting, held at Jadavpur University on April 22-23, the Inter-University Sports Board of India called upon all participating and organising universities to conduct Inter-University Tournaments in a spirit of mutual co-operation and sportsmanship. The appeal came in the form of the main observation made by the Board on the reports received from the organising secretaries of the 1962-63 Inter-University Tournaments.

* * *

The Board accepted the decision of its appellate committee that the Hockey match between the Universities of Aligarh and Jabalpur, which was postponed earlier, be replayed at Madras. It has now been reported that the Aligarh team was given a walkover as the Jabalpur team could not reach Madras on the stipulated date, i.e. June 20. Consequently, the all-India finals were played between the Aligarh and Madras teams on June 22 in which Aligarh emerged as the winner.

* * *

On a reference from the Ministry of Education, the Board agreed to seek membership of some of the national sports federations in the country.

The Board amended the eligibility rules so as to allow seven years' eligibility period in the case of students getting admission to university courses after passing higher secondary or Senior Cambridge examinations, and six years' eligibility period in the case of students who have passed the Intermediate examination. For matriculates, the eligibility period will continue to be eight years.

* * *

Through another resolution, the Board decided to start Swimming and Basketball tournaments for women from the year 1963-64.

* * *

The proposal that special certificates of individual championship be awarded in Athletics and Gymnastics on the basis of highest points obtained by an individual, was approved.

* * *

The Board also assigned duties for conducting 1963 64 Inter-University Tournaments to various universities. The allocation chart is given below :

Committee for Sports Improvement

The Inter-University Sports Board, at its meeting held in Calcutta, set up a five-men committee for reviewing the entire situation concerning inter-university games and tournaments and to suggest suitable measures for their improvement. The committee consists of the following members :

Dr. Triguna Sen, Shri S. Govindarajulu, Shri K.A.P. Stevenson, Shri M. A. Chidambaram, and Dr. B.D. Laroia.

M.A. in Sports

Punjab University has decided to introduce a two-year Master's degree course in Sports from the next academic year, open to (a) graduate sportsmen who have represented at least in one major game of the university in inter-college meets, inter-university or inter-State meets ; (b) holders of a post-graduate diploma in Physical Education (such candidates will be entitled to appear in Part I examination as a private candidate, but for Part II they will have to join the regular classes) ; and (c) those who have passed the B.P.E. examination of a recognised Indian university.

INTER-UNIVERSITY TOURNAMENTS, 1963-64

ALLOCATION CHART

Tournament	North Zone	South Zone	All-India Finals	Dates of Tournament
Athletics (Men & Women)	—	—	Kerala	December 29-31, 1963
Gymnastics, Weight-Lifting and Best Physique	—	—	Vikram	Third week of December 1963
Badminton (Men & Women)	Agra	Bombay	Bombay	First fortnight of October 1963
Basketball (Men)	Lucknow	Annamalai	Lucknow	Last week of November 1963
Basketball (Women)	—	—	*Lucknow	Last week of November 1963
Boxing	—	—	Bombay	Last week of September 1963
Football	Gauhati	Osmania	Gauhati	Last week of September & first week of October 1963
Hockey (Men)	Jammu & Kashmir	Nagpur	Jammu & Kashmir	First fortnight of January 1964
Hockey (Women)	—	—	Gujarat	First fortnight of January 1964
Kabaddi	—	—	Poona	Last week of November 1963
Kho-Kho (Men & Women)	—	—	Vikram	Second week of January 1964
Swimming (Men)	—	—	Calcutta	First week of October 1963
Swimming (Women)	—	—	Calcutta	First week of October 1963
Tennis (Men)	Allahabad	Sri Venkateswara	Allahabad	January 5-15, 1964
Tennis (Women)	—	—	Allahabad	January 5-15, 1964
Volleyball (Men)	Bihar	Andhra	Andhra	First fortnight of November 1963
Volleyball (Women)	—	—	Andhra	First fortnight of November 1963
Wrestling	—	—	Banaras	First fortnight of November 1963
Table-Tennis (Men)	Jadavpur	Madras	Jadavpur	First fortnight of October 1963
Table-Tennis (Women)	Jadavpur	Madras	Jadavpur	First fortnight of October 1963

Cricket : December 3, 1963—January 15, 1964

North Zone	Delhi
South Zone	Osmania
East Zone	Banaras
West Zone	Karnatak
Finals	Delhi

* If a majority of the entries received is from South Zone, then the venue will be shifted to Madras.

PERSONAL

SHRI K.M. PANIKKAR, Vice-Chancellor of Jammu & Kashmir University, is expected to take over the Vice-Chancellorship of Mysore University on July 1 for a period of three years.

SHRI K.P. MOHILEY has taken over charge of the office of the Registrar, Allahabad University, with effect from April 23, 1963.

MAHAMAHOPADHYAYA D.V. POTDAR, Vice-Chancellor, Poona University, has been nominated by the Union Ministry of Education as Chairman of the Central Sanskrit Board. He succeeds the late Shri M. Patanjali Sastri.

DR. V. RAGHAVAN, Professor of Sanskrit, Madras University, has been nominated by the Union Ministry of Education as Chairman of the Kendriya Sanskrit Vidyaepeetha Tirupati Society, Tirupati. He will be succeeding the late Shri M. Patanjali Sastri.

DR. HOMI J. BHABHA, Chairman, Atomic Energy Commission of India, has been elected an Associate of the United States National Academy of Sciences. This is one of the highest honours that can be bestowed by the Academy to a non-American scientist.

SHRI P. N. KIRPAL, Secretary Ministry of Education, Government of India, has been appointed Director-General of the National Discipline Scheme in addition to his present assignment. His appointment will be temporary pending choice of a full-time successor to Major-General Bhonsle, who died in May.

DR. P.N. SRIVASTAVA, Reader in Zoology at Rajasthan University, has been selected by the International Atomic Energy Agency to work as a visiting scientist at the Atomic Energy Establishment of Japan. He will be staying in Japan for two months during the summer vacation, furthering his knowledge on Radiation Biology.

DR. G.C. PANDE, Tagore professor, who joined Rajasthan University in November last year, has taken over as the Head of the combined Department of History and Indian Culture.

DR. S.V. BHAGWAT, Deputy Registrar, Nagpur University, is appointed Officiating Registrar with effect from April 8, 1963 *vice* Dr. M.S. Modak having gone on leave.

SHRI T.V. RAGHAVAN, Assistant Registrar (Public Relations and Press), Delhi University, has joined the Indian School of International Studies as its Registrar.

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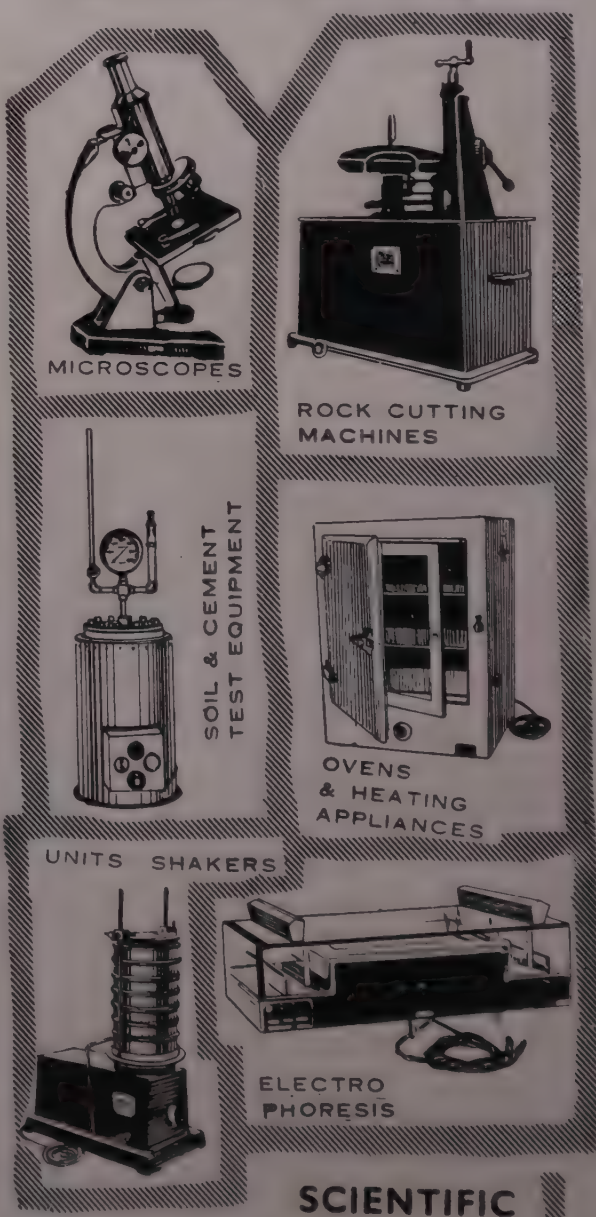
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UNIVERSITY NEWS

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Chagla Calls for Greater Accent on Calibre in Technical Education

"The business of engineering education is no more narrow specialisation in certain technical disciplines : it has a wider social significance in the modern world"—thus observed Shri M.C. Chagla, Union Education Minister, while addressing the 16th meeting of the All-India Council for Technical Education in New Delhi on December 8.

In the meeting were present teachers of Engineering and Technology, Principals of engineering colleges, Vice-Chancellors, industrialists, administrators, Members of Parliament, State Education Ministers, and the Chief Minister of Punjab, Shri Partap Singh Kairon.

Reviewing the problem of standards in a broader perspective of advancing science and technology, Shri Chagla pointed out that the impact of technology on society was twofold: First, quick adaptability to change; second, an awareness of the social and economic consequences.

"Our future engineers should not only be specialists in their own fields but should be capable of looking well beyond their own fields, understand the interrelationships of different disciplines and co-ordinate a diversity of skills, techniques, materials and experiences in the solution of human and engineering problems."

'Phenomenal' Expansion

Earlier, Shri Chagla referred to the "phenomenal" expansion of technical education in the country and said a six-to-eightfold increase in facilities within a period of about 15 years was unprecedented in any developing country. At the commencement of the First Five Year Plan there were 49 institutions for the first degree courses with 4,120 admissions and 86 institutions for diploma courses with 5,900 admissions. The number of engineering colleges has since risen to 126 with 20,500 admissions and of polytechnics to 280 with



Shri M.C. Chagla

40,000 admissions. By the end of the Third Plan the admissions will reach 24,000 for degree and 50,000 for diploma courses, thus exceeding the physical targets set for the Plan, i.e. 20,000 fresh admissions to first degree courses and 40,000 to diploma courses.

The Education Minister said while a certain amount of expansion in a purely physical sense was necessary, we should address ourselves in right earnest to the question of consolidating and improving what had already been achieved. For it would be a matter of poor consolation if only the physical targets were reached but

(Contd. on page 20 col.1)

INTER-UNIVERSITY BOARD MEETING AT VARANASI

Vice-Chancellors of 42 member universities and the Director of the Indian Agricultural Research Institute, which is an associate member, will attend the 39th annual meeting and ninth quinquennial conference of the Inter-University Board of India to be held at Banaras Hindu University, Varanasi, from December 29 to 31.

The conference will be inaugurated by Dr Karan Singh, Sadar-i-Riyasat of Jammu & Kashmir and Chancellor of Banaras Hindu University, and will be presided over by Dr Triguna Sen, Rector, Jadavpur University.

In addition to the Vice-Chancellors, member universities have deputed 64 delegates to participate in the quinquennial conference. Vice-Chancellors of five other universities (Jodhpur, Punjabi, Shivaji, Udaipur and Varanaseya Sanskrit Vishwavidyalaya) and Directors of the five Indian Institutes of Technology who have applied for affiliation to the Board, and representatives of the Rockefeller Foundation, Asia Foundation, Ford Foundation, U. S. Educational Foundation, USIS, British Council and German Academic Exchange have been invited to attend the conference as observers.

Foreign Invitees

Among the foreign invitees, Dr. Prachoor Chomchai, Secretary Association of South East Asian Institutions of Higher Learning, Bangkock; and Shri Randhir Subba, Vice-Chancellor, Tribhuvan University, Kathmandu, will attend.

Also present will be representatives of the Ministries of Education, Scientific Research and Cultural Affairs, Health, Food & Agriculture, and Community Development & Cooperation ; Planning Commission ; UGC ; and Directorate of NCC.

(Contd. on page 23 col. 1)

Study of Freedom Struggle at Indian Universities

The Prime Minister, is understood to have suggested that India's freedom struggle should form a subject of serious study at the universities and colleges. His suggestion, communicated some time back to the erstwhile Union Education Minister, Dr. K.L. Shrimali, arises from the feeling that the information at present given to students on this subject is very scrappy and deals chiefly with prominent individuals, without referring to the deeper nature and causes of the struggle.

The importance of imparting knowledge to university students about pre-Independence events which gave birth to the present-day India, is stressed in many quarters and it is sometimes feared that the present generation of students is growing up without any knowledge or memory of the Indian National Movement.

India's freedom struggle is at present mainly studied as part of the optional subjects like History, Political Science, Sociology etc. It forms part of the papers on Modern Indian History and Constitutional History of India at the undergraduate and post-graduate levels at various universities. Indian National Movement and Constitutional Growth constitutes a compulsory paper in Political Science for the degree examination of the Universities of Agra, Banaras, Bhagalpur, Bihar, Delhi, Jabalpur, Kurukshetra, Mysore, Rajasthan, Ranchi and S. Vallabhbhai Vidyapeeth.

Part of General Education

It is hoped that steps will now be taken to intensify the study of recent Indian history at Indian universities and colleges as part of the General Education programme and under the courses prescribed for English and the regional languages.

Post-graduate Courses at Rural Institutes

Post-graduate courses in "Rural Sociology and Community Development" and "Rural Economics and Co-operation" have been started in some selected Rural Institutes. Each course is of two years' duration after B.A. or the three-year diploma examination in Rural Services.

These courses have been recognised by UPSC as equivalent to a Master's degree. The question of their being recognised by the universities is under negotiation with the Inter-University Board of India.

Training-cum-Production Centres

The University Grants Commission is considering the possibility of giving a new orientation to the scheme relating to the establishment of hobby workshops in colleges and universities by converting the workshops into small training-cum-production centres. So far sanction has been given for the construction of hobby workshops in 68 colleges and 14 universties.

The proposal has been made on account of the fact that the scheme for the establishment of industrial estates in universities has not made any headway. Two projects were approved for the Universities of Baroda and Jadavpur, but these have not been implemented so far.

A pilot production-cum-training centre has heen started at Roorkee University. The centre has a carpentry shop, a foundry shop and a fractional horse-power motor manufacturing shop with a small die and tools room. The capital grant sanctioned for the carpentry and foundry shops is Rs. 3,21,300 and for the fractional horse-power motor manufacturing shop Rs. 3,47,000.

Railway Concessions

From November 1, the Railway Board has revived travel concession to parties of students of recognised schools and colleges proceeding on educational tours. The concession will be available to parties of not less than ten and only when such tours are necessary parts of the curriculum.

Students of educational institutions of foreign countries in parties of not less than 13 have been allowed concession for railway journeys for educational purposes or for visiting histrorical and other places of interest in India. For foreign students studying in India, the concession is available to parties of 10 and above.

These steps constitute only a partial revival of the students' travel concessions withdrawn in January this year following the emergency. Sports teams are still denied the concession.

Chagla on Examination Reforms

Shri M. C. Chagla, Minister of Education, underlined the need for immediate examination reform to avoid the high percentage of failures at the end of secondary education when he addressed the concluding session of the four-day conference of Chairmen and Secretaries of the Boards of Secondary Education on November 30 in New Delhi. He described the failures—about 50%—as "a national calamity and terrible waste of human resources in the country".

Shri Chagla pointed out that as secondary education was the gateway to higher education, its standards should be very high; otherwise university education was bound to suffer in the long run.

Outlining some of the ways in which the examination system could be improved, Shri Chagla said that in the U.S.A. it had been found that category of students did not shape well in examinations because of nervousness or some other reason. Therefore, there was more and more reliance on the progress of students in the course of studies.

Earlier, inaugurating the conference, Shri P.N. Kirpal, Education Secretary, enumerated the various steps taken towards examination reform, including the organisation of a series of workshops for training paper-setters in the techniques of evaluation. He appealed for greater attention on the improvement of question papers.

SARDAR PANIKKAR

We record with deep regret the death of Shri K. M. Panikkar, Vice-Chancellor of Mysore University and a member of the Inter-University Board of India. Sardar Panikkar died of a heart attack in Mysore on December 10. He was 68.

Scholar, eminent historian journalist, author, educationist, administrator and diplomat, Sardar Panikkar distinguished himself in all spheres of life in which he took interest. Before taking up the Vice-Chancellorship of Mysore University in July this year, he was the Vice-Chancellor of Jammu & Kashmir University.

12-Year Secondary Course the Ultimate Goal

The three-day conference of State Education Ministers and Vice-Chancellors, held in New Delhi from November 10 to 12, proposed 12 years of secondary education as the ultimate goal towards which the country must work, "even though considerations of finance and manpower may not make it possible to implement such a scheme in all States in the immediate future".

The conference recommended that special assistance by the Centre should be given to all States which wished to raise the educational period at the secondary level. This assistance may be given through a grant by UGC in case the additional class was attached (as pre-university) to a college or by the Central Government direct in case the class was attached to a school.

The standard to be achieved at the end of secondary education should be raised so as to be equivalent at least to the intermediate examination of the former four-year degree course. Except for the academic courses in humanities and sciences, the other courses should be job-oriented with a view to making the products of secondary education fit for employment in agriculture, industry, trade, commerce or other vocations. Provision should, however, be made for those who wished to take up higher education at a later stage.

Age of Entry

On the issue of the age of entry into university the conference resolved that "it should generally be 17 plus and in no case less than 16 plus". The duration of the first degree course in arts and science should be three years, and special assistance by the Centre should be given wherever this involved the addition of one year.

Secondary Council's Decision

A total schooling of 12 years was also recommended as the desirable national pattern of secondary education by the All-India Council for Secondary Education which met earlier in New Delhi on October 28 and 29.

The Council suggested that the last four years of schooling should constitute the secondary stage of education. An examination called Higher Secondary Part I should be provided at the end of the first two years of the secondary stage (i.e. class X); the examination at the end of the secondary stage (12 years) should be called the Higher Secondary Part II examination. The standard to be attained at the end of the secondary stage should approximate to the old intermediate course and should make the student eligible for admission to the three-year degree course without the necessity of having to go through any other pre-university course.

The Council emphasized that all States and Union Territories should take effective steps to move towards achieving such a pattern, having an underlying uniformity throughout the country, "within a reasonable time, and no step should be taken which runs counter to the national pattern".

Making Education a Concurrent Subject

Shri M.C. Chagla told the Lok Sabha on December 13 that he proposed to take up with the State Governments the desirability of making education a concurrent subject in the interest of national integration.

The Government of India, on the recommendation of the Informal Consultative Committee of Parliament on Education, has already appointed an eight-member committee of Members of Parliament on higher education under the chairmanship of Shri P.N. Sapru to examine the provisions of the Constitution regarding the responsibility of the Central Government in the field of higher education with a view to finding out the extent to which the Centre could assume greater responsibility in this field and to suggest appropriate steps to be taken for the purpose. This committee has circulated a questionnaire to various State Governments, universities and some prominent educationists to elicit their opinion in the matter.

Education Minister Cautions Against Hasty Changeover from English

Addressing the Education Ministry's Parliamentary Informal Consultative Committee on December 6, the Union Education Minister, Shri M.C. Chagla, cautioned against any hasty step towards a changeover from English to regional languages in universities.

Shri Chagla said that with the formation of linguistic States it was inevitable that regional languages should ultimately become the medium of instruction, but this must be gradual and the main consideration in the changeover should be the overriding unity and integration of the country. Each university should decide the pace of transition to the regional language and every possible precaution should be taken not to lower the standards.

Hindi as Link Language

He was of the view that Hindi should ultimately be the link language inside India and English the link language with the outside world. New developments in science were so rapid that it would not be possible for regional languages to be used for science subjects at the highest level in the near future. So long as English continued to be the medium at the university stage, standard of English should be maintained at a high level in secondary schools.

In the discussion which followed, Members of Parliament made various suggestions, including the need for a standard dictionary in Hindi and other regional languages; encouragement to learning of Sanskrit; switching over to a bilingual pattern in school and university education; improvement of standard of the English language; and production of more literature in regional languages.

The Members further suggested that in the field of higher education the Centre should exercise greater responsibility and control in order to ensure better co-ordination and higher standards.

Tribhuvan Varsity's First Honorary Degree

Dr. S. Radhakrishnan on November 7 became the first recipient of the honorary degree of Doctor of Literature of Nepal's Tribhuvan University.

The Chancellor, King Mahendra, while conferring the doctorate on the visiting Indian President at a special convocation, said : "This infant university is fortunate to have a name such as Dr. Radhakrishnan's to head the list of its graduates of the highest distinction."

The citation by Vice-Chancellor Randhir Subba described Dr. Radhakrishnan as an outstanding exponent of Hindu ideals which were the common glory of Nepal and India.

"Constant communion, as it were, with the ancient seers and sages have vested his utterances with lofty ideals, lent authority to his views and made him the perfect embodiment of Hindu culture at its best."

Replying, the President said : "The fundamental concepts and basic values being evolved here in the shelter of the Himalayas are of permanent value. These ideals of Truth, Beauty and Love are eternal."

Osmania Honours King Hussein

Osmania University on December 12 conferred the honorary degree of Doctor of Laws on King Hussein of Jordan at a special convocation.

The Vice-Chancellor, Dr. D.S. Reddi, in his citation said :

"In honouring His Majesty, we are honouring a heroic youth who, instead of leading a life of ease, has chosen to lead the strenuous life of a dedicated servant of the people. By his selfless devotion to the welfare of his people he has realised another cherished ambition of his that he should be addrsssed by the people not as King Hussein but as 'Our Hussein'. In conferring the degree of Doctor of Laws of this university we are not only making him an alumnus of this university but are sharing the privilege with his people of calling him 'Our Hussein'."

Australian Students to Tour India

During December-January, 100 Australian university students are coming to India for a 10-week trip. They will spend part of their time living with Indian families and the remainder travelling independently in groups of two or three. A selected group of 20 students will spend part of their trip at Service Civil International work camps on special projects.

The tour, organised by Australian Overseas Student Travel, is intended to impart the Australian students a better understanding of the Indian people and their way of life. When these students return to Australia, they will give talks on India to clubs and other interested organisations.

The leader of the tour will be Mr. Howard McCorkell, a final year student of Architecture at the University of Melbourne. While in India, he is expected to make arrangements for a reciprocal visit of Indian university students to Australia.

Since 1960, 100 Australian university students have made organised visits to India.

Practical Training in Japan

Indian students can now look forward to studying latest industrial techniques and advanced scientific developments in Japanese industrial establishments and State enterprises. The facilities will be provided under the Asian Scholarships Programme of the Japan Science Foundation.

The Foundation plans to invite students from India and other South East Asian countries for practical training in scientific and industrial fields. The first group will be selected early next year. The training programme will start in April 1964.

Indian Cultural Institute for Lima

In New Delhi on October 16 the Peruvian Envoy, Mr. Edurdo Sarmiento, received a set of 30 books on Indian culture from Shri A.K. Ghosh, Secretary, Ministry of Scientific Research and Cultural Affairs.

Accepting the gift, the Peruvian Minister said the books would be utilised for starting an Indian cultural institute at the University of Lima, which was founded In 1541—only 50 years after Colombus discovered America.



Dr. D.S. Reddi, Vice-Chancellor, Osmania University, and Dr. Potdar, Vice-Chancellor, Poona University, with Indian students at Moscow's Friendship University which they visited during their recent tour of the Soviet Union. The Rector of the University, Dr. Erzin, is on extreme right.

Indian Students Abroad

About three-fourths of the Indian students abroad are engaged in scientific, technical or medical pursuits. This is in sharp contrast to the general trend in the pre-Independence days when most of those who went abroad went to England for I.C.S. or Law or at best for F.R.C.S.

Since Independence more and more Indian students have been going abroad for higher education or training. More and more foreign countries have been granting scholarsaips and fellowships every year and Indian students have been making use of them in larger and larger number. At the beginning of 1962, as many as 12,241 Indian students were studying or receiving training at 35 different countries all over the world.

A *subject-wise* analysis of these students shows that 35.8% were studying Engineering and Technology, 13.3% Science, 10.0% Medicine and Veterinary Science, and 3.4% were studying Agriculture, Forestry and Fishery. Thus Science, Engineering, Technology, Medicine, Veterinary Science, Agriculture, Forestry and Fishery alone accounted for 71.4% of the total. Students taking up courses in Arts, Commerce, Education and Law accounted for only 20.4%.

Country-wise Distribution

America had the maximum number of Indian students (6,376), followed by West Germany (3,625) and Britain (3,046). It is interesting to note that in all faculties, except Medicine, America has drawn the maximum number of students. For Medicine students from India seem to prefer the United Kingdom. In 1962 the number of students studying Medicine in Britain was 1,302.

Academic Exchanges with Nepal

The Ministry of Scientific Research & Cultural Affairs is understood to be considering a proposal to bring about closer cultural ties with Nepal through academic exchanges.

Hitherto Indian Research scholars have been going to Nepal for comparatively brief periods to examine local materials. Their contact with local scholars has been individual and personal. It is now proposed to maintain their flow on a more sustained basis by deputing them to Nepal to join Tribhuvan University as regular research associates, although their expenses would continue to be met by the Indian institutions sponsoring them. The same arrangement would apply to workers in the field of Classical Indology, for which there is much useful material in Nepal.

'ONE BRIGHT FLOWER'

John F. Kennedy, 35th President of the United States of America, whose assassination last month shook the conscience of the world, had yet another aspect to his faith in international co-operation and peace—he regarded the teacher-exchange programme as "one bright flower" in recent world history.

Mr. Kennedy esteemed teachers as front-line workers for world peace



The late John F. Kennedy

and understanding. They achieve this lofty goal by helping the masses to make judgements on complicated and fairly sophisticated matters which affect that peace, he told some 200 visiting foreign teachers from 21 countries, including nine from India, when he received them in the White House garden late in August.

Teacher exchanges, he noted, were relatively new compared to the ancient wanderings of scholars in search of knowledge. "The teacher-exchange programme is one bright flower in recent world history and I welcome it very much," he declared.

Foreign Students' Advisers

On the recommendation of the Advisory Committee of the Overseas Students set up in 1961 under the chairmanship of Dr. C. D. Deshmukh, the Indian Council for Cultural Affairs, in collaboration with universities, has appointed 17 Foreign Students' Advisers.

The Council has requested the universities to relieve the advisers, at least partially, of their teaching responsibilities so that they could give more time and attention to overseas students.

The scheme has received an encouraging response and it is expected that it will be implemented in most of the universities and other centres of learning where overseas students are studying.

Twelve local welfare committees for arranging special gatherings, informal discussions and introduction to Indian families have also been set up by the Council in collaboration with the universities concerned. It is hoped that these efforts will help in making the stay of overseas students in this country more pleasant and fruitful.

A meeting of the Foreign Students' Advisers in Indian universities was held on November 19 in New Delhi. The meeting was also attended by representatives of the Ministries of Education, External Affairs, Finance, Health and SR & CA.

American Professors Coming to India During 1963-64

During 1963-64, the U.S. Educational Foundation in India is arranging visits of about 43 American professors and scholars for lecturing and research in India. Of these 10 are specialists in English Language and Literature, six in Science and Technology, five in History, five in Religion and Philosophy three each in Psychology and Education, two each in Geography and Medicine, and the rest are experts in various other branches of humanities.

Telugu for American Students

A batch of 10 American students—5 girls and 5 boys—have joined Osmania University for one year's study of Telugu and comparative village development under a scheme sponsored by the University of Winconsin, U.S.A., with the active collaboration of Osmania University.

Campus News

Equipment for Nizamiah Observatory Arrives

The equipment for installing the 48-inch reflecting telescope—the largest instrument of its kind in South East Asia—has reached Osmania University's Nizamiah Observatory, Hyderabad. The telescope, supplied under the India Wheat Loan Educational Exchange Programme, will be installed at a site 35 miles away from Hyderabad. It will be particularly suitable for lunar and planetary studies, and the Nizamiah Observatory is already planning to participate in an international co-operative programme of stellar and galactic studies.

Dr. R.V. Karandikar, former Research Astrophysicist in the U S. Air Force Laboratories, Cambridge, Massachusets, U.S.A., has been appointed Head of the Department of Astronomy, Osmania University and Director of Nizamiah Observatory. He will be in charge of the installation of the 48" reflecting telescope and the research programmes to be carried out.

New Library Building at Chandigarh

The Prime Minister, Shri Jawaharlal Nehru, declared open the five-storey building of the Panjab University Library on October 23. The Library has about 200,000 volumes dealing with almost every branch of knowledge. It subscribes to about 1,500 scientific journals. The building is designed to accomodate five lakh books. It has four spacious reading rooms and 32 cubicles for research scholars and teachers.

South Asia Centre

A South Asia Studies Centre has been started under the auspices of the Department of Political Science, Rajasthan University, at which an intensive study of the governments and politics of the region will be undertaken.

Parapsychology Centre

A research centre in Parapsychology started functioning at Rajasthan University on October 1. The centre, which will work in close collaboration with the university's Department of Philosophy, has so far been financed by philanthropic donations only.



The President, Dr. Radhakrishnan, inaugurating the Golden Jubilee celebrations of the Sydenham College of Commerce.

Agro-economic Centre

Allahabad University has accepted a proposal of the Union Government to establish an agro-economic research centre at the university for promoting and conducting researches in agro-economic problems of eastern districts of Uttar Pradesh.

Hindi as Sole Medium of Instruction

The Hindi Arts College, Hyderabad, affiliated to Osmania University, is the only college in Andhra Pradesh using Hindi as the medium of instruction. Courses offered are P.U.C. (Humanities) and B.A. The strength of the college is 70.

New Syllabus for P.U.C. English

Rajasthan University has introduced a new syllabus for General English for the P.U.C. examination to be held in 1964. The main object of the scheme is to improve students' power of understanding and correct expression of English. The scheme is on the lines proposed by the Central Institute of English, Hyderabad, and endorsed by the seminar of Heads of English Departments of the Indian Universities held at Srinagar in May 1961.

Sydenham College Jubilee

The President, Dr. Radhakrishnan, on October 2 inaugurated the Golden Jubilee celebrations of the Sydenham College of Commerce and Economics, Bombay, which completed 50 years of its useful existence on October 22, 1963. The weeklong celebrations were ambitiously planned under the stewerdship of Principal K.T. Merchant and a target of Rs. 10 lakhs was set for the Golden Jublee Fund.

The college has been a pioneer in the field of higher education in Commerce and has raised commerce training to the level of a liberal education. There are at present 1,300 students on the rolls of the college.

Examination Reform

Agra University has introduced a new scheme on an experimental basis to make students more study-minded by holding compulsory periodic tests and a mid-term examination. Only those students will be allowed to appear in the final examination of the university who secure at least 25 per cent marks in these tests.

Abolition of 3rd Class

Delhi University has decided to abolish the third division from 1964. No student who secures less than 40 per cent of the total marks in the school leaving examination will be admitted to the B.A. course.

COURSES OF STUDY

Agra University has decided to introduce *General English* as a compulsory subject for B. Sc. students, with minimum pass marks at 25 per cent.

Banaras Hindu University proposes to institute new diploma courses in (a) *Hindi* for foreign students and Indian students of non-Hindi areas and (b) *Ancient Indian History, Culture and Archaelogy.*

The College of Indology of Banaras Hindu University has started a pilot scheme to teach eight Asian languages, namely Burmese, Singhalese, Thai, Khmer (Cambodian), Indonesian, Old Javanese, Mongolian and Tibetan, from the current term.

Delhi University has decided to institute three more degrees, namely, *Doctor of Literature, Doctor of Science* and *Doctor of Civil Laws.*

The university plans to institute a two-year diploma course each in *Hindi* and *Urdu* for the benefit of foreign and non-Hindi and non-Urdu knowing students.

Karnatak University has introduced the following new courses/papers :

Diploma course in *Epigraphy* in the Department of Ancient Indian History & Culture.

Diploma in *French* and *German* in the School of Foreign Languages.

Paper in *American Literature*, with European Classics/Indo-Anglian Literature.

Paper in *American Government and Politics.*

Marathwada University has started post-graduate teaching leading to *LL.M., M.A. (Urdu), M Sc. (Agri.), M. Ed, M.D.* and *M.S.* degrees from the current academic year.

The university hopes to introduce the subject of *General Education* from the next academic year.

Osmania University has instituted Ph. D. degree in *Agriculture* with effect from 1963-64. Subjects of study include *Entomology, Plant Pathology, Chemistry* and *Agriculture Botany.*

The university has instituted a three-year diploma course in *Business Management.* Commencing in November, the course is intended for junior executives who are graduates and are working in industry, business or government departments. Classes will be held four days a week for two hours in the evenings.

Panjab University has instituted Ph. D. degree in *Dairying.*

The university has also approved the institution of a post-graduate M.Sc. course in *Rotodynamic Machines* at the Panjab Engineering College, Chandigarh.

A diploma course in *Cartography* has been planned and the syllabus for the examination to be held in 1964 has been drawn up.

The duration of the LL.B. degree course for whole-time students at the university's Law College has been reduced to two years with effect from the admissions of 1963.

The university has decided to merge the B.T. and B.Ed. courses and to award the degree of B.Ed. for the teacher-training course.

Post-graduate training in the case of Army medical personnel performed in military hospitals only shall be considered by the university equivalent to housemanship.

Panjabi University has started nine-month certificate courses in *Tibetan* and *Chinese* languages.

Rabindra Bharati has set up two faculties, namely the *Faculty of Arts* and the *Faculty of Fine Arts*, which includes Dance, Drama and Music. The following courses of study have been introduced:

(i) Three-year degree course, with provision for Honours in English, Bengali, Sanskrit, History, Philosophy, Dance, Drama and Music.

(ii) Three-year senior diploma course in Dance, Drama and Music.

(iii) Two-year junior diploma course in Dance and Music:

(iv) Diploma course in Tagore Literature.

(v) Course on cultural subjects for General Education to which members of the public are also admitted.

Rajasthan University has granted provisional permission to the S.M.S. Medical College, Jaipur, to start a one-year post-graduate diploma course in *Anaesthesiology* with effect from October 1963.

S.N.D.T. Women's University has instituted Ph. D. degree in *Gujarati* and *Marathi* (language and literature) from June this year.

A two-year M.Sc. course in *Child Development* has been recently introduced at the College of Home Science of the university.



Kurukshetra University contingent to the 8th Inter-University Youth Festival with Prime Minister Nehru who was at home to the participants.

Scheme to Institute National Fellowships

A scheme to institute "National Fellowships" as a supplement to the National Professorships created by the Ministry of SR & CA is under the active consideration of the University Grants Commission. The new scheme aims at improving the standards of teaching and research in Indian universities by providing for a body of independent scholars, freed from financial worry, devoting the mature years of their life to higher scholarship. To start with 20 such fellowships may be created.

The National Professorships have been awarded mainly to eminent scientists and the National Professors are not attached to any particular institution. There are at present six such National Professors Sir C. V. Raman (Physics) : Prof. Satyan Bose (Physics) : Dr Radha Binode Pal (Jurisprudence) ; Dr B.V. Kane (Indology) ; Dr D.N. Wadia (Geology): and Dr V. R. Khanolkar (Medicine).

The proposed National Fellowships, on the other hand, will be awarded to outstanding scholars for independent and original work in History, Economics, Indology and Philosophy. Again, unlike the National Professors, the National Fellows may be attached to one or more universities of their region so that they maintain close contact with academic developments.

C.S.I.R. Grants for Research

The total grant made by CSIR during 1962-63 to educational and research institutions for undertaking research in specific schemes exceeded Rs. 45 lakhs. Forty colleges and research departments of 27 universities, besides 40 other research institutions, were recepients of the grants.

Calcutta University received the highest amount (Rs. 3.95 lakhs) followed by Delhi University (Rs. 1.58 lakhs), Indian Institute of Science, Bangalore (Rs. 1.47 lakhs) and Banaras Hindu University (Rs. 1.31 lakhs), Shri Ram Institute for Industrial Research, Delhi, received the highest amount among Industrial research institutes in the country (Rs. 2.55 lakhs).

Grants & Awards

Scholarship Scheme for Post-graduate Studies

A new scholarship scheme under which university students would be encouraged to pursue their post-graduate studies at university centres most suited to their requirements is under consideration of UGC. The scheme which is expected to be launched from the next academic year, would help in bringing together best students and best teachers to the mutual advantage of both and at the same time promoting national integration.

Under the scheme it is proposed to institute about 100 scholarships each of the value of Rs. 150 p.m. for a period of two years. The scholarships may be awarded on an all-India basis to the best available candidates on the recommendations of a selection committee.

Honorarium to Retired Teachers

The university Grants Commission has decided to enhance the honorarium admissible to retired teachers under its scheme for utilisation of services of veteran scholars, from Rs. 4,000 to Rs. 6,000 with effect from the next academic year.

Churchill College Studentships

Churchill College, Cambridge, invites applications from men graduates for four research studentships leading to the Ph.D. of the University of Cambridge. The studentships include one College Research Studentship; one Gulbenkian Studentship ; one Central Electricity Generating Board Studentship in natural sciences, mechanical sciences, or Mathematics ; and one Pfizer Studentship in Chemistry, Chemical Engineering or one of the Biological sciences. These studentships will normally be tenable for three years and their value will be between £ 100 to £ 500 a year. Applications are to be submitted by April 1964 to the Tutor for Advanced Studies, Churchill College, Cambridge. Selection will be made in May 1964 and the courses will commence in October 1964.

Indian Scholarships for Foreign Students

To enable selected nationals of African, Asian and some Commonwealth countries to prosecute post-matric studies in India, the Government of India has decided to continue during 1964-65 the award of 70 scholarships.

Deserving foreign students who are already studying in India at their own expense may also apply for these scholarships.

The monthly rate of scholarship is Rs. 250. In addition, tution, examination and all other compulsory fees will be paid by the Government of India. Scholars also receive book allowance within the ceiling of Rs. 200 per year, actual expenses on medical treatment, travelling expenses for approved study tours as well as for summer camps. The passage expenses to and from India are to be met by the scholars.

Scholarships for Nagaland

The Union Ministry of Education has announced 20 national scholarships for Nagaland for the academic year 1964-65. Sixteen scholarships will be for post-matric, three for post-intermediate and one for post-graduate studies.

Commonwealth Scholarships

The Commonwealth Scholarship and Fellowship Plan is making satisfactory progress in reaching its target of 1,000 scholarships and fellowships, according to the third annual report published recently by the Commonwealth Education Liaison Committee in London. The number of scholars holding awards under the Plan stands this year at 820 as against 680 last year.

It appears from the report that some of the countries which have instituted awards are now near to filling their quota of awards but have had difficulty in reaching their national targets owing to withdrawals too late for replacement. However, some other countries have found difficulty in attracting candidates for their awards particularly from the more developed Commonwealth countries.

Conferences & Seminars

World Orientalists Meeting

Over 1,000 scholars, 50 per cent of them from foreign countries, are expected to attend the 26th session of the International Congress of Orientalists to be held in New Delhi from January 4 to 10. This is perhaps the first time that the Congress, which first met in Paris 90 years ago, is holding its session in Asia.

Elaborate arrangements have been made for this purpose by the organising committee of the Congress with Prof. Humayun Kabir as its chairman. According to the programme prepared by the committee, the Congress will be divided into 10 main sections comprising Egyptology, Semitic Studies, Hittite and Caucasian Studies, Altaic Studies including Turcology, Iranian Studies, Indology, South East Asian Studies, East Asian Studies, Islamic Studies, and African Studies. The section on Indology has been further divided into five sub-sections, namely Vedic Studies, Classical Studies, Religion and Philosophy, History and Culture, and Modern Indian Languages and Linguistics. Each one of these 14 sections and subsections will have a foreign scholar as its chairman and an Indian as its secretary.

Symposia

Apart from the plenary and sectional meetings, the organising committee is arranging two symposia one on "Changes in Muslim Personal Law" and another on "The Role of Oriental Studies in the Humanities". An exhibition of about 150 rare manuscripts and another of books on Oriental Studies are also planned.

Conference on Spectroscopy

A conference on Spectroscopy and allied subjects was organised under the auspices of the Physical Research Committee of CSIR at the Department of Physics and Spectroscopy, College of Sciences. Banaras Hindu University. from November 4 to 6. About 30 scientists from various universities participated in the deliberations.

Mathematical Science Symposium

The Institute of Mathematical Sciences, Madras, has decided to hold its second annual symposium on Elementary Particles in January 1964. Professor L. Rosenfeld of Denmark, who is the second Niels Bohr Visiting Professor at the Institute, will preside over the symposium, and Professor McCrea Hazlett, Vice-President of Rochester University (U.S.A.), is expected to be the chief guest.

Among the other visiting professors and members who will participate in the symposium are : Professor R. Magedorn, CERN; Professor E.C.G. Sudarshan, University of Rochester (U.S.A.); Professor J.C. Ward, Hughes Aircraft Co. (U.S.A.); Professor B. Zumino, New York University; Dr. M. Jacob (France); Dr. Hugh DeWitt, Lawrence Radiation Laboratory, California; Dr. J. Lukierski, Courant Institute of Mathematical Sciences, New York; and Dr. L. O'Raifeartartaigh, Institute for Advanced Study, Dublin (Ireland).

Problems in Geophysics to be Discussed

A symposium on problems in Geophysics relating to the crust of the earth (under the auspices of the Geophysics Research Board) will be held in January 1964 at the National Geophysical Research Institute, Hyderabad.

The scope of the symposium will be limited to problems in Geodesy, Seismology, Oceanography, geophysical exploration, Geochronology and physical properties of rocks.

● A symposium on "Structure, Biosynthesis and Function of Nucleic Acids" will be held at the Regional Research Laboratory, Hyderabad, in the middle of January 1964. About 50 invitees from India and abroad are expected to attend the symposium.

● A symposium on Fluidization under the auspices of the Chemical Research Committee of CSIR will be held at the Indian Institute of Technology, Kharagpur, in the first week of January 1964.

Seminars on Biochemistry

The Department of Biochemistry of the All-India Institute of Medical Sciences, New Delhi, is arranging three seminars and a workshop from January 2 to 12. The programme is open to teachers and research scholars from other medical colleges, universities and research institutions. Professor R. Monier of the Institute de Chimie Biologique, Marseille, will be a guest scientist on the occasion.

The seminars will deal with "RNA and the control of cellular growth and functions" (January 2); "Control of stable RNA synthesis in E. Coli." (January 3, 4); and "Ribosome structure and function in E. Coli." (January 6, 7). The technical workshop will be held from January 2 to 12.

Seminars on Shakespeare

The British Council is organising seminars in Bombay and Delhi on Shakespeare to mark the quarter-centenary of the playwright's birth.

The Bombay seminar, from December 10 to 21, will serve the universities in Western and Southern India, while the Delhi seminar, from December 31 to January 10, will serve the universities in Northern and Eastern India.

Three distinguished Shakespeare scholars from Britain will participate in the seminars. They are Prof. Geoffrey Bullough, Prof. of English Language and Literature at King's College, London; Professor John F. Danby, Professor of English at the University College of North Wales, Bangor; and Mr L. A. Shapiro, Senior Lecturer in English at Birmingham University.

Seminar on General Education

A four-day seminar on General Education was organised by SNDT Women's University Bombay, from October 11 to 14. About 50 delegates from various institutions of the university participated in the discussions which covered problems like curriculum, methods and preparation of teaching material connected with General Education. The seminar was presided over by Dr. Hans Simons, Consultant on General Education, UGC.

The question of adminstration's role in education is exercising the mind of many an educationist today. It also forms one of the subjects for the seminars organised at Varanasi on the occasion of the ninth quinquennial conference of the Inter-University Board of India. In the following articles Vice-Chancellors of two Indian universities highlight different aspects of the problem. In a sense, the two articles are supplementary to each other.

—Editor

UNIVERSITY ADMINISTRATION

Dr. H. J. Taylor, Vice-Chancellor,
Gauhati University

THE first thing to say about administration is that it is a means to an end not an end in itself. In a university, education is the primary activity and administration is at most a necessary auxiliary. But those who are engaged in administration tend to see it as something which exists in its own right, which must continually grow and expand. Thus we find administration everywhere proliferating and becoming increasingly complex in the manner so admirably illustrated by "Parkinson's Law", a work which should be compulsory reading for all university administrators.

In some of our larger universities administration has become so dominant that it hampers the main purpose of education. We must cease to think of a university as a vast administrative machine within which a few educational activities are permitted. A university is primarily a community of thinkers, scholars, teachers and lecturers and there is no reason why it should resemble a machine or a business organisation. The growth of administration has often been at the expense of scholarship research. As the late Sir J.J. Thompson once remarked at a cavendish dinner, "nowadays all the people who can do research are wasting their time administering others who never will be able to do it". It is a sombre fact that many of the best minds in the universities are occupied with unprofitable detail and prevented from making their proper contribution to scholarship.

'Pseudo-democracy'

Administration, as an auxiliary activity, should always be reduced to the necessary minimum. How much is necessary? The question is not easy to answer, but experience suggests that much less is necessary than we commonly suppose. Many established procedures could be greatly simplified, and often would simplify themselves if we could free our minds from certain ingrained prejudices. What we may call "pseudo-democracy" is one of these. Most of us support the democratic ideals, which means, broadly speaking, that government should be based on the consent of those who are governed. But it is questionable whether even the basic principles can be transferred to the academic world. Whether the income tax should go up can be decided by voting, but whether the accepted value of the velocity of light should go up cannot be decided by voting. Nor is there any democratic way of deciding whether Shakespeare's plays were written by Bacon. Even in the ordinary conduct of colleges and universities we do not admit that the students should decide what is to be done, although they form an overwhelming majority of the membership.

There is of course a place for some elements of democracy in academic affairs, but we should not try to translate, point by point, the procedure of political government into the world of the university. But this is very often done. The Senate is regarded as the equivalent of the Assembly, the Syndicate is the Cabinet, the Vice-Chancellor is the Prime Minister, and the fact that the Chancellor is usually the Head of the State lends an air of verisimilitude to the whole analogy! At best the analogy is very imperfect, at worst it is extremely misleading. It gives rise to the idea, for example, that Senate proceedings should be recorded verbatum and placed on record, like parliamentary proceedings. This alone consumes an undue amount of time, energy and money, which would be better devoted to educational matters. And those concerned with education know how frustrating is the inflex of party politics and electioneering into university affairs.

Curbs on Colleges

The universities have always opposed control by the government on the ground that freedom is essential in academic matters. But the universities often deny this same freedom to the colleges, which find themselves enmeshed in the administrative network of the university. Education in any true sense requires freedom, but administrative convenience requires uniformity. The imposition of uniformity often destroys the freedom to educate. This may be illustrated by considering the problem of attendance.

All universities require a minimum attendance. in one form or another. In Cambridge attendance is counted by nights, and the work is done by the hall porter. In some of our universities attendance is counted by days, and the work is done by the Principal who maintains whatever registers he considers necessary. But in others attendance is counted by lectures, and in one of the larger universities at least fifty million P's and A's are recorded in class registers each year. These must all be counted up, separately for every student and for every subject, and converted into percentages, usually by long arithmatic without even the help of a slide rule. They are then entered on fifty thousand forms which must be signed by the

Principals, often on both sides of the paper. In some places the system is completely vitiated from the start by a highly developed system of "proxy" which ensures that in large colleges the record bears little or no resemblance to the actual attendance. The total expenditure of time and energy on this unprofitable task is fantastic.

This is a classic example of the way in which unintelligent administrative procedures can hamper education. If the thing must be done at all, can it not be done without this waste of time and energy? Why it must be done at all? Tradition and prejudice apart, is there any reason why the number of lectures should be standardised? Lectures are not of equal value. One lecture by a man of genius is worth a hundred by nonentities. Suppose an imaginative Principal, with some insight into the meaning of education, gets the idea that the library should be the power-house rather than the lecture room and gets his students to use their minds and investigate things for themselves. Why should he be forbidden to work this out in his college? The dead hand of administration must not be allowed to frustrate the development of education.

Colleges should be given as much freedom as possible. This means freedom to choose their students and to choose their staff, subject only to some basic qualifications. It includes freedom to re-organise the time-table, to experiment with new methods of study and teaching, to introduce new ideas. Colleges should then be judged on the time-honoured principle that the proof of the pudding is in the eating. Colleges which can produce men and women of character and ability, able to take their place and hold their own in the world. should be left alone to continue the good work. Other colleges should be inspected to find out what is wrong.

This may be thought very unrealistic, impossible under present conditions. It is by no means impossible, but it does mean finding some escape from the shackles of the administrative machine. We must remember that present methods do not produce results; the failure rates in our examinations are amongst the highest in the world. Of those who enter the portals of the university only a very small proportion—it has been put as low as ten per cent – get through without a breakdown. When we contemplate the great waste of human material this represents, it is surely time we began to exercise some imagination.

Standardisation

Standardisation is the daughter of administrative convenience. It is excellent in the factory, but disastrous in the university. If you are making pipes, or screws, or motor cars, it is necessary that the products shall be precisely alike. In a university it is fatal if the products are precisely alike. Boys and girls, men and women, are individuals, with different backgrounds, outlooks, interests and gifts. Any developed system of education must treat them as individuals, and not require that everyone be steam-rollered into the same pattern.

Standardisation has gone too far. In a vast university a hundred colleges are required to operate in precisely the same way, uuder the same rules, governed by the same constitution, their students using the same syllabus, reading the same textbooks, paying the same fees, attending the same number of lectures—and, finally, failing at the same examinations. It is not suggested, of course, that no rules are necessary; nor that in certain matters a measure of uniformity is not desirable. But the process has been allowed to go too far, and has been responsible for a conspicuous decline in the quality of education.

Redundant Documents

When unnecessary administration has been removed, what remains should be streamlined so that it runs smoothly and easily. At present it is like a rusty and outmoded machine, cumbrous and inefficient. This may be illustrated by the following example:

When a student first joins the university he fills in a registration form with all necessary particulars. If this information were properly registered in the university it would never be necessary to repeat it. But we require the student to repeat the information on a new form every time he appears for an examination or has any other dealings with the university. The number of forms arriving each year in the office of one of the larger universities must be at least a lakh. They must all be sorted, and the information extracted at an enormous cost of time and effort, and with multiple possibilities of error.

A hundred thousand pieces of paper will clog any machinery. In Gauhati we have decided that most of them are redundant documents. They serve no purpose, for all the information they contain ought to be on record. Preparing them wastes the time of the Principal and office staffs of the colleges, and the task of dealing with them is so formidable that the university must get them several months ahead of the examination. Examination forms have, therefore, been abolished. Principals send a single list of the students appearing certified by one signature instead of several hundred. The university has to deal with a few hundred sheets of paper instead of many thousand, the work is done more easily and quickly. and there are fewer chances of error. This is a good example of the way in which outmoded procedures can be simplified. In Gauhati we are now looking around for other things to abolish or simplify, and no doubt we shall find many.

The standard of education would rise if administration could be improved, and it may be useful to summarise the main requirements as follows:

1. Administration should be recognised as a means, not an end.
2. The political analogy should be abandoned.
3. Administration must not be allowed to hamper academic freedom.
4. Cumbrous methods should be revised, superfluous paper and red-tape eliminated, and the procedure streamlined.

There is no reason why the improvement should not be made. All we need is a little courage and more than a little imagination.

SOME ASPECTS OF UNIVERSITY ADMINISTRATION

Dr. Suraj Bhan, Vice-Chancellor,
Kurukshetra University

MORE than thirty years ago, as I was discussing my terminal essay with my tutor, Dr. P. Gurrey of the University of London Institute of Education, he happened to ask me which part of India I hailed from and which institution I represented. I was then Principal of the famous D.A.V. High School, Lahore, the biggest and easily one of the best schools of undivided Punjab, and had been deputed by my Society for further studies in the United Kingdom. I told my tutor that I hailed from Punjab and was head of the biggest school of the province. As was natural, he asked me the number of students in the school. It was nearly 5,000 and I told him so. He stood aghast and exclaimed: "What! Five thousand pupils! By God, we consider Eton a monstrosity even with 1,000, and you have as many as 5,000 children! I would suggest, Mr. Suraj Bhan, that you had better take a course in shorthand and typewriting rather than one in Education. All the time you must be busy with facts and figures rather than flesh and blood."

I did not choose to oblige him. But I have always remembered his significant remark. It bespeaks the distrust of the educational administrator as compared to the teacher and goes to belittle managerial functions in an educational organisation.

There is a curious impression among teachers at all levels that anyone who can teach can also administer whenever called upon to do so. The average teacher feels that there is unnecessary emphasis on administration. These beliefs among teachers in general and among others, too, who deal with things educational, have had far-reaching consequences.

Growing Specialisation

As a result of growing specialisation in all fields of life, consequent on advancement of technology and science, the importance of administration has grown tremendously. Collective enterprises are growing and large organisations are becoming the order of the day in all domains of life. These collective enterprises and large organisations can be fruitful only if they are directed wisely. If, therefore, teaching and research have to be effective on a large scale, there must be methods about it.

The need for developing educational administration as a separate discipline has seldom been felt in the past, and it is only recently that separate courses in the subject or separate institutions for training educational administrators have been thought of, particularly in the U.S.A. Hitherto, just as it was believed that mastery of a number of subjects would make great public administrators, it was also believed in equal measure that anyone who was a teacher could any time be an educational administrator.

Adverting to the remark of my tutor with which I began, I may say that in some cases educational administration may prove to be the bane of education in the sense that a person keen on teaching may be pushed into an administrative job where his teaching talent may decay by disuse. Similarly, a person with a pronounced aptitude for research may be forced into a job which subjects him to intellectual suicide But in the present scheme of things, there is no escape from educational administration, which if properly motivated and organised should enrich the tasks of education.

Educational administration is a vast field, and therefore it should be more fruitful to pin-point certain directions of improvement in educational administration towards a more effective achievement of our educational goals. It is my feeling that scant or inadequate attention to these is responsible for so many of our educational ills today.

Educational Leadership

The growth of democracy and the recent growth of "over-government" may be contradictory, but they are very much with us. Whether this is due to the slow abdication of powers and functions by individuals or the growing craze for more and more power among those who have enjoyed the taste of it may be a moot point. What is important to remember is that power is used differently by persons with different concepts of leadership. The kind and quality of leadership provided in educational administration is particularly important in the democratic society in which we live, because education is so basic to the satisfactory functioning of that society. The educational leader of the future should be a person who has faith in education, wide sympathy for the student community, capacity to get the most out of his colleagues. requisite scholarship and integrity, an infectious dynamism, and a keen imagination and intellectual curiosity that continuously challenges him to seek solutions to knotty problems of education in a rapidly changing civilization. He should have and practise a philosophy of education that is consistent with the ideals of Indian democracy. He should be able to help people, identify the emerging issues and develop procedures to bring about their solution.

Another aspect of administration which has not received adequate attention is its ethics. There is no doubt that the teachers constitute the most vital element in any educational organisation and it is they who, in the ultimate analysis, make or mar the good name of an educational organisation. As an educational desideratum student-teacher relationship may be all right. But if the teacher is not worth his salt, would his relationship with his students prove fruitful at all? Education may be the noblest of professions, but we do not become the noblest of men by merely joining it. Very few of us have bothered to go into

the ethics of educational administration since introspection and self-analysis are so irksome and damaging to self-esteem. It is conveniently believed that the administration of an institution for purposes of educating the young cannot but be sound ethically. I wish it were wholly true, but it is not. The reports of so many of our institutions—happily not many—conceal as much as they reveal. A probe into our standards of administration seems to be as desirable as into the standards of teaching and research, for a lowering of administrative standards has a subtle way of affecting the quality of educational institutions.

And lastly, I wish to lay emphasis on a desideratum which in actual practice is often neglected. All educational administration must be largely student-centred. It is this "flesh and blood" to which I referred at the beginning which is often lost in a sea of facts, figures and files. Tagore in his indictment of present-day education has said that all these years we have tried to adorn the cage, but the parrot in it has been allowed to starve. The great poet's warning, I must say, is not only very appropriate but very aptly put.

The definition of a college in the literature of American education is frequently given in the following epigram: "Mark Hopkins at one end of a log and a student at the other." James Abraham Garfield, 20th President of the U.S.A., was the author of the famous definition. Speaking to alumni of William's College, New York University, at a banquet in 1872, he said :

"Give me a log hut with only a simple bench, Mark Hopknis at one end and I at the other, and you may have all the buildings, apparatus and libraries without him... So long as William's College can offer salaries which will command and retain the very best teaching talent of the country, she will offer a far greater attraction to thoughtful and ambitious students than any splendour of her architecture and richness of her cabinets and libraries... It is my conviction that the chief efforts made on behalf of the college should be directed not so much to halls and buildings as to increased endowments for paying professors and making tution as nearly free as possible and for putting the cost of living within the reach of students whose means are most slender... I believe then that the two great supports of the college are *cheap bread and costly brains.*"

Let everyone interested in the administration of our colleges and universities remember Mark Hopkins, the great teacher of America, at one end of the log and James Garfield, the great student who rose from the log cabin to the White House, at the other, and be sure that he cannot be wrong in his thinking and in his planning for the education of young students of this country entrusted to his care.

NEW UNIVERSITIES

The Rajasthan Agricultural University has been reconstituted as a multi-faculty university and has been renamed as Udaipur University. Under the amended Act, the university will provide facilities for higher education and research in all faculties including Technology, while maintaining its agricultural bias.

* * *

Indore, Gwalior and Raipur Universities would start functioning from the next academic year, according to a recent statement of the Chief Minister of Madhya Pradesh.

* * *

Shri M. C. Chagla said in the Rajya Sabha on December 12 that a decision with regard to the setting up of a second university in Delhi would be taken without much delay. The need for a secand university had been felt because Delhi University had now 28,000 students and the numbers were still growing.

* * *

UGC has agreed in principle to the establishment of universities at Dibrugarh, Gwalior, Indore, Kanpur, Madurai, Meerut and Raipur. However, the establishment of these universities is primarily the concern of the State Governments.

* * *

UGC has appointed a six-member committee under the chairmanship of Professor A.R. Wadia, M.P., and Dr. P.J. Philip as its Secretary, to study and report on measures to be taken for the development of higher education and the question of setting up a university for Nagaland, NEFA, Manipur and the hill areas of Assam. The committee is expected to submit its report by the end of March 1964.

* * *

The question of setting up a university in Goa is believed to be under the consideration of the Government of India. A study team recently visited Goa in this connection.

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The Government of West Bengal plans to establish a Vivekananda University during this year to mark the birth centenary of the great saint of modern India. The university is to be set up to perpetuate the memory of Swami Vivekananda and "to give a concrete shape to his ideas and ideals of man-making and character-building education". A draft Bill for the establishment of the university has been forwarded to the Central Government for approval.

* * *

The Union Ministry of Education is considering a representation received from the Mysore Government regarding the opening of a university at Bangalore.

* * *

A rural university is to be set up at Hyderabad at an estimated cost of Rs. 1.25 crores. The Central Government has sanctioned a sum of Rs. 25 lakhs for this purpose.

* * *

There is a move to recognise the Indian School of Mines, Dhanbad, as an institution "deemed to be a university" under Section 3 of the UGC Act. Steps are being taken to improve the organisation and courses of study at the School. Already there are seven institutions in the country which are deemed to be universities under the UGC Act.

Statement Showing (a) Number of Candidates Appeared (b) Number Examinations at 3

Note : Figures in respect of each examinatio

Name of University	P.U.C. Arts & Com.	P.U.C. Science	B.A.	B.Sc.	B. Com.	M.A.	M. Sc.	M. Com.	B. Ed.	M. Ed.
1. Aligarh	195 108 8	419 189 60	160 138 10	210 154 16	25 22 2	417 410 38	100 98 17	33 33 5	167 158 7	21 19 —
2. Allahabad	N.A.	N.A.	1,844 1,232 21	633 570 36	932 190 1	676 630 27	200 161 34	85 82 4	N.A.	28 25 1
3. Andhra	84,906 6,364 144		1,044 389 27	2,382 1,051 376	570 415 34	163 163 44	154 145 114	—	613 473 —	9 3 —
4. Annamalai	245 109 14	211 52 14	112 56 4	160 98 23	85 30 —	53 45 11	117 95 35	14 9 —	104 84 —	—
5. Banaras	98 47 4	374 206 57	1,159 606 7	281 199 27	237 143 4	1,181 1,045 22	164 160 81	23 22 1	N.A.	12 12 1
6. Bihar	9,228 3,740 77	4.291 1,932 130	5,172 2,489 10	1,300 373 9	423 255 8	—	—	--	—	—
7. Bombay	—	—	3,268 2,281 28	3,762 2,791 97	737 477 5	605 419 15	377 223 15	194 108 1	273 269 51	19 14 —
8. Gauhati	10,110 3,374 70	3,235 1,726 183	N.A.	763 397 4	N.A.	N.A.	N.A.	N.A.	—	—
9. Gorakhpur	—	—	3,555 N.A. 3	786 N.A. 37	368 N.A. —	687 N.A. 16	105 N.A. 14	68 N.A. 14	1,340 N.A. 2	21 N.A. 3
10. Gujarat	11,798 7 860 .66	7,217 5,224 1,489	4,560 3,590 22	2,968 2,368 91	1,528 767 2	648 499 3	286 193 24	143 94 —	497 475 47	20 19 —
11. Indira Kala Sangeet	—	—	185 157 16 (Music)	—	—	39 37 1 (Music)	—	—	—	—
12. Jabalpur	—	—	11,941 544 3	476 278 20	420 267 1	342 304 21	100 95 41	107 96 4	187 186 28	18 14 —
13. Jodhpur	526 347 3	444 157 24	355 125 —	108 41 1	85 51 —	139 112 6	33 29 3	26 17 2	163 160 —	—
14. Karnatak	3,891 1,944 16	3,163 1,621 290	589 425 6	300 277 25	373 162 3	221 170 14	165 141 37	54 39 2	240 232 9	34 26 —
15. Kerala	23,573 11 526 632		1,636 1,150 31	5,292 3,432 545	698 426 7	395 342 36	276 258 84	55 48 1	2,204 1,978 —	21 19 5
16. Kurukshetra	148 104 6	99 69 5	—	—	—	29 22 7	24 24 8	—	—	—
17. Lucknow	—	—	2,394 1,262 23	1,052 434 33	406 301 4	647 617 —	188 177 46	85 84 10	174 157 —	26 15 —
18. M.S. Baroda	1,312 741 52	654 543 187	339 251 24	136 83 17	414 230 12	96 77 7	121 104 29	32 24 1	107 104 13	19 19 1

cessful and (c) Number Awarded 1st Class in Various 1963 Annual
dian Universities

given in the order of (a), (b) and (c) above.

. B.	LL. M.	B. Sc. (Ag.)	M. Sc. (Ag.)	M B.B.S./ B. Sc. (Med)	M.D./M.S / M. Sc. (Med)	B.V. Sc. & A.H.	M.V. Sc. & A.H.	B E./B.Sc. (Engg.)	M.E./M.Sc. (Engg.)	B. Tech./ B.Sc. Tech.	M. Tech./ M.Sc. Tech.
93	3	—	—	—	—	—	—	117	—	—	—
70	2							95			
1	—							44			
12	1	83	16	—	—	—	—	—	—	—	11
186	1	88	16								7
2	—	10	—								4
82	7	147	—	160	199	—	—	278	—	34	73
59	3	125		95	56			242		34	59
—	—	7		—				170		26	37
—	—	35	5	—	—	—	—	161		—	—
		25	5					158	N.A.		
		1	3					97			
206		70	32	—	—	—	—	251	10	88	—
128	N.A.	70	30					247	10	84	
4		4	22					74	9	11	
88	—	82	—	100	—	—	—	73	—	—	—
74		81		79				48			
—		5		—				8			
393	68	—	—	184	151	41	30	209	6	211	—
560	26			125	58	33	25	139	4	145	
10	2			1	2	—	7	46	—	47	
44	—	74	—	92	—	N.A.	—	100	—	—	—
12		41		55				67			
—		—		—				7			
246	—	800	—	—	—	—	—	—	—	—	—
N.A.		N.A.									
6		34									
486	39	59	—	134	36	—	—	400	3	—	—
179	7	54		90	18			278	1		
1	1	5		—	—			14	—		
—	—	—	—	—	—	—	—	—	—	—	—
						27		278		—	—
110		80	33	54		12		207	N.A.		
64	N.A.	58	32	28	N.A.	—	N.A.	56			
2		8	21	—							
55	—	—	—	—	—	—	—	127	—	—	—
34								123			
1								55			
196	2	108	30	140	1	—	—	377	—	—	—
88	2	80	24	67	1			227			
1	—	1	5	—	—			23			
213		59		69		47	—	401	21	—	—
111	N.A.	54	N.A.	42	N.A.	26		374	21		
1		6		--		4		111	10		
—	--	—	—	—	—	—	—	--	—	—	—
693	13	—	---	260	189	—	—	--	—	—	—
601	8			146	83						
58	—			—	—						
112	—	—	--	46	12	—	—	365	5	—	—
81				33	5			306	4		
11				--	---			113	2		

Name of University	P.U.C. Arts & Com.	P.U.C. Science	B.A.	B.Sc.	B. Com.	M.A.	M. Sc.	M. Com.	B. Ed.	M. Ed.
19. Magadh	8,034	4,099	2,406	796	325	82	3	10	—	—
	4,059	1,712	1,130	284	147	71	2	7		
	41	34	14	5	—	11	—	—		
20. Marathwada	1,797	1,483	502	276	178	89	31	—	143	—
	688	758	230	135	104	45	19		142	
	4	38	4	10	5	8	10		1	
21. Nagpur	10,843	2,355	2,119	436	880	676	149	109	441	—
	3,445	895	1,373	233	501	593	124	90	399	
	108	110	18	16	5	20	42	5	60	
22. Orissa Agri.	—	—	—	—	—	—	—	—	—	—
23. Osmania	1,690	4,519	1,276	1,173	462	216	121	15	541	19
	882	2,289	630	535	207	205	110	15	433	12
	41	180	15	37	5	14	50	—	71	1
24. Patna	1,655	760	1,200	268	128	1,083	202	83	—	—
	1,106	476	685	92	56	920	148	62		
	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.		
25. Poona	11,993	6,607	3,569	1,492	1,262	607	243	51	630	86
	5,593	3,825	1,384	591	326	415	200	28	595	77
	39	575	21	90	—	9	36	—	58	1
26. Panjab		21,511		2,286	87	2,103	19	—		
		9,131	N.A.	967	42	1,579	19		N.A.	N.A.
		640		123	—	78	10			
27. Panjabi	296	110	259	39	16	71	—	—	193	
	169	64	157	27	12	66			159	N.A.
	2	4	11	9	—	3			88	
28. Rajasthan	6,226	2,850	6,538	683	853	1,276	230	128	594	17
	2,546	963	2,773	351	546	1,053	207	99	567	16
	41	180	6	27	1	33	51	5	12	4
29. Roorkee	—	—	—	—	—	—	—	—	—	—
30. S.V. Vidyapeeth	799	1,235	149	123	146	60	60	15	102	9
	541	860	149	96	141	45	53	13	102	8
	—	196	9	18	12	4	11	—	5	—
31. Sri Venkateswara		3,779	484	776	80	124	83	—	270	—
		1,287	205	210	44	107	79		255	
		121	1	31	1	22	32		2	
32. S.N.D.T.	3,197	—	1,364	33	—	258	—	—	243	33
	1,273		715	23		144			218	20
	8	7	5	3		—			16	—
33. Udaipur	—	—	—	—	—	—	—	—	—	—
34. Utkal	2,782	2,779	1,453	655	214	—	—	—	351	—
	1,913	1,745	951	469	134				340	
	43	184	11	32	—				—	
35. Vikram	—	—	3,054	468	740	1,174	282	274	472	41
			2,541	311	526	1,075	239	230	450	38
			7	35	3	36	56	6	33	1
36. Visva Bharti	5	—	48	3	—	47	—	—	74	—
	5		20	2		34			72	
	—		1	1		4			11	
Total		173251	59189	29223	11404	13556	3628	1604	8783	432
(Except for Gorakhpur)		83790	27638	16671	6522	11144	3003	1200	7958	358
		6053	353	1757	104	484	859	38	448	15

LL. B.	LL. M.	B. Sc. (Ag.)	M. Sc. (Ag.)	M.B.B.S / B. Sc. (Med)	M.D./M.S./ M. Sc. (Med)	B.V. Sc. & A.H.	M.V. Sc. & A.H.	B.E /B.Sc. (Engg.)	M.E./M.Sc (Engg.)	B. Tech./ B.Sc. Tech.	M. Tech./ M.Sc. Tech.
121	—	—	—	—	—	83	—	—	—	—	—
89						64					
						—					
50	—	33	—	25	—	—	—	23	—	—	—
32		24		12				23			
2		2		—				7			
134	3	200	45	105	107	34	—	88	—	26	—
28	3	153	44	72	73	18		66		24	
1	—	16	26	—		—		25		11	
—	—	117	—	—	—	40	—	—	—	—	—
		107				26					
		2				—					
315	24	69	14	112	—	67	—	174	3	31	—
126	16	52	14	78		28		132	3	30	
3	—	—	10	—		—		64	3	8	
113	2	—	—	152	113	—	—	142	—	—	—
80	2			82	71			122			
N.A.	N.A.			N.A.	N.A.			N.A.			
156	17	96	15	57	33	—	—	525	33	—	—
84	9	90	12	29	17			380	29		
—	—	5	5	—	—			70	6		
399	3	76	—	172	37	—	—	—	—	30	—
249	1	38		135	13					30	
14	—	—		—	—					30	
—	—	—	—	85	—	—	—	111	—	—	—
				53				105			
				—				95			
221	3	50	—	110	39	—	—	167	16	—	—
136	2	50		64	7			161	12		
3	—	3		—	—			80	—		
—	—	—	—	—	—	—	—	248	137	18	—
								233	136	18	
								—	76	9	
—	—	189	1	—	—	—	—	287	—	—	—
		109	1					259			
		6	—					51			
—	—	—	—	32	—	61	—	113	—	—	—
				15		31		85			
				—		—		41			
—											
—	—	145	19	—	—	60	—	—	—	—	—
		144	18			53					
		16	13			—					
—	—	—	—	—	—	—	—	114	—	—	—
								92			
								13			
429	—	126		300	99	45		222	—	—	—
189		93	N.A.	154	20	23	N.A.	148			
24		13		—	—	—		54			
—	—	—	—	—	—	—	—	—	—	—	—
5421	185	1638	210	2389	979	505	30	5291	224	438	84
3268	82	1586	196	1454	409	314	25	4317	220	365	66
144	3	110	105	1	2	4	7	1318	106	142	41

Scientific Revolution Has Assigned New Role to Universities, Says Kothari

"Apart from the element of unpredictability injected by science in the march of events, the other two important characteristics of the Scientific Revolution are the rate of growth of science and the new role and significance of the universities," declared Dr. D.S. Kothari, Chairman, UGC, in his presidential address at the 50th session of the Indian Science Congress held at Delhi University from October 7 to 10.

Dr. Kothari said that the total achievement to date in science and technology was indeed remarkable, but even more striking was the rate or pace of progress. "So rapid is the pace of scientific progress that a scientific paper is often out of date by the time it is in print; a graduate is almost obsolescent on the day of his graduation; a weapon-system already obsolete by the time it is in production."

A consequence of the exponentially expanding science was that the time gap between basic discovery and its application was continually diminishing. Another important aspect of the situation was that an advanced country, if it so desired, could make a major contribution towards the rapid development of a newly developing country without sensibly affecting its own economy or rate of progress.

Varsities' Contribution

Dr. Kothari pointed out that whereas in the early days of the Scientific Revolution science had hardly any place in the universities (the reigning subjects being Theology, Grammar, Rhetoric and Astrology), in the modern world the universities made by far the largest contribution to fundamental science. This, he said, had given a new status and a new significance to the place and role of the universities in national economy.

He urged that everything possible should be done to strengthen the universities, specially at the post-graduate and research level; this should be a key point in the plan and pattern of development of the country's resources in talent and facilities. In the context of the present meagre level of facilities, the layout on the universities should at least be doubled in five years.

In his inaugural address, Prime Minister Nehru called upon scientists to shun bureaucracy. He said in a creative and revolutionary field like science, age and seniority should not be given undue importance.

Spirit of Science

Earlier, in his welcome speech, Dr. C. D. Deshmukh, Vice-Chancellor, Delhi University, said that whilst no community could advance without an adequate supply of scientists and technologists of the required calibre, such a supply and such calibre could not be raised in a community which was not hospitable to the spirit of science and technology.

About 700 scientists from all over India and a dozen foreign delegates participated in the four-day session which included several symposia, popular lectures, joint discussions and sectional meetings.

Scientific Equipment from Abroad

Indian universities have been asked to indicate their requirements, including their affiliated colleges, in scientific equipment which might be met under the recent trade plans finalised between the Government of India and the Governments of the U.S.S.R. and Yugoslavia for the year 1964.

Under the trade plans, Russia is to supply laboratory testing machines, optical and control measuring apparatus, metal cutting instruments and abrasive grains worth Rs. 25 lakhs, and medical and veterinary instruments and equipment worth Rs. 15 lakhs. Yugoslavia will supply equipment for technical and educational laboratories worth Rs. 20 lakhs during the same year.

During the licensing period April-September 1963, the Government of India released foreign exchange worth Rs. 14.40 lakhs to various universities and affiliated colleges for the import of scientific equipment and books.

Atomic Energy Personnel for Universities

The Department of Atomic Energy, Trombay, is considering the possibility of loaning out some of the successful trainees of its Training School to universities for research and teaching work while keeping them on the Departments's pay rolls.

The Training School, which has been in existence for seven years now, provides one-year advanced training in Physics, Chemistry, Mechanical, Chemical, Electrical and Communication Engineering and Metallurgy. Although it is run primarily to meet the requirements of the Department of Atomic Energy, it is now in a position to turn out personnel of high calibre for meeting the needs of other scientific institutions such as the universities and the national laboratories. In the case of universities the Department is even prepared to consider placing them on their pay rolls while permitting them to take up research and teaching work at the universities.

Training Teachers for Engineering Colleges.

The Regional Engineering College, Warangal, affiliated to Osmania University, has been selected by Unnesco for a scheme of training teachers of other Regional Engineering Colleges in India. A grant of financial aid towards equipment is expected under the scheme. A foreign visiting professor will also be assigned to the college.

Unemployment Among Science Graduates

According to a survey of 60,000 General Science graduates, conducted by the National Register of CSIR on the basis of data of February 1961, 13% of the graduates appear to be wasted through unemployment and 42% through non-technical employment. The report points out that it should be possible to make better use of Science graduates in technical work where more qualified personnel are at present employed but are not really required.

● On the recommendation of the All-India Council for Technical Education, it has been decided to increase the admission capacity in Chemical Engineering courses at Annamalai, Andhra, Madras and Osmania Universities.

Study of Botany in Indian Universities

The recent report of the Review Committee on Botany, the third in the series from the Review Committees appointed by UGC on various science subjects, shows that there is considerable room for improvement in the teaching of Botany and that the systems of examination and admission need reconsideration.

The Botany Review Committee, which was appointed in March 1959, was headed by Dr. P. Maheshwari, Head of the Deparment of Botany, Delhi University, and Dr. B.D. Laroia acted as its member-secretary. The other members of the committee were : Dr. B.P. Pal (IARI), Rev. Fr. H. Santapau (Botanical Survey of India); Prof. T.S. Sadasivan (Madras University) ; and Dr. Shri Rajan (Allahabad University). Prof. John N. Couch of the University of North Carolina (U S.A.) was also associated with the work of the committee for some time during his visit to India undet the India Wheat Loan Educational Exchange Programme.

More Professors Needed

After tracing the development of teaching and research in Botany at Indian universities and other institutions, the report gives a picture of the existing position of post-graduate teaching in the universities and affiliated colleges. It points out that there is not a single university in India which has more than one professor of Botany, although other sciences have two or more. Further, while there are only a few top-ranking botanists in the universities, the number of odd jobs and assignments needing their attention is "unbelievably large". The result is that these professors are not able to get some quiet time for their own study and for guiding research.

The committee feels that there should be a senior teacher for each of the following subjects : Plant Physiology ; Microbiology and Plant Pathology ; Systematic Botany ; Morphology, Embryology and Anatomy of Phanerogams; Morphology, Embryology and Anatomy of Cryptogams ; and Genetics. It also suggests that for the present it would be better to have a single strong Department of Botany than separate departments or sub-departments of Physiology, Genetics, Microbiology, etc.

Teacher-Pupil Ratio

The report terms the present teacher-pupil ratio as "unsatisfactory" and recommends that in Botany Departments where microscopic work and individual attention are constantly needed the number of teachers should be increased so as to give a ratio of 1 : 8 in the practical classes at the Honours and M. Sc. level.

Referring to the scarcity of really bright students in the subject, the report states that this is due to the general impression that biological subjects offer fewer opportunities.

Problem of Equipment

The report also deals with the problem of unsatisfactory conditions of work and lack of proper equipment. A good botanical garden, a well-kept herbarium containing a complete collection of all groups of plants of the local flora, and a museum of botanical specimens are indispensable adjuncts to any Department of Botany imparting at M.Sc. level. However, these training are rarely to be seen in the colleges and sometimes not even in the universities.

It is recommended that more stringent conditions should be laid down before a college is permitted to open M.Sc. classes. At present, it is estimated, about 35 constituent or affiliated colleges are admitting students for post-graduate training in Botany and about 60% of the total number of Masters in Botany come from these colleges.

New Syllabus

The chief point the committee has made regarding the syllabus is that more time should be available for field work and experimental Botany involving such fields as Physiology, Microbiology and Genetics. To make this possible a certain amount of reduction can be made in the morphological and descriptive aspects of the subject. The committee also recommends that there should be other combinations at the B.Sc. level besidse the usual one of Chemistry, Botany and Zoology. There are many aspects of Botany for which Physics/Mathematics, Chemistry and Botany will form a more suitable combination and a better basis for admission to the M.Sc.

Recommendations have also been made for the establishment of centres of intensive research, creation of national professorships and training of in-service teachers. Among the other desired facilities, mention may be made of monetary assistance to research workers for the publication of their papers, for the improvement of Indian journals, for the establishment of a small workshop in every department, and for the setting up of hill laboratories and marine biological stations on a regional basis.

More Review Committees

The University Grants Commission, in collaboration with the Indian Council of Agricultural Research, has set up a six-member Agricultural Education Review Committee under the chairmanship of Dr. A.C. Joshi, Vice-Chancellor, Panjab University. The committee will undertake the qualitative and quantitative appraisal of the existing facilities for teaching and research at undergraduate and post-graduate levels and examine the extent to which research and extension could be integrated.

The Commission has also decided to refer the question of proper development of legal studies in Indian universities to a review committee.

So far UGC has published reports of the Review Committees on Mathematics, Biochemistry and Botany The report of the Review Committee on Chemistry is going to be published shortly. The work relating to the Physics Review Committee will be taken up after the committee is reconstituted.

A.I.C.T.E. Meeting

(*Contd. from page 1 Col. 2*)

the quality of education and training was not of the correct type.

He stated that according to a survey carried out recently by the Planning Commission the overall wastage in engineering colleges and polytechnics was of the order of 25% and 50% respectively. Among the more important reasons for this were a serious shortage of teachers, faulty admission procedures, imperfect teaching methods, and an antiquated system of examinations.

Supply of Teachers

Surveying the problem of shortage of qualified teachers, Shri Chagla emphasised the need for establishing more technical teacher-training centres under the Technical Teachers Training Programme for engineering colleges. It was, however, at the polytechnic stage that we were faced with the greatest shortage of teachers. The Working Group for the Fourth Plan had recommended to the Central Government to proceed with the establishment of four Technical Teacher Training Institutes, one in each region of the country, to train teachers for polytechnics. A proposal to constitute a Central Pool of Technical Teachers was also under consideration of the Government.

Dealing with standards of post-graduate education, the Education Minister remarked: "Maintenence of high standards can never be the result of any administrative action on the part of the Government or a set of rules and regulations formulated for the purpose. It is, and will always be, the result of the urge, the effort and the initiative on the part of our professors for scholarship and excellence."

For the achievement of scholarship and excellence on the part of our professors, a certain amount of administrative and academic freedom was necessary. "If you could trust a teacher to teach your students, there is no reason why you should not trust him with what to teach and how to teach it. On the other hand, to make him teach according to a syllabus dictated by an outside authority and to just prepare students for an external examination with which he cannot identify himself is surely no education. Nowhere in the world in any progressive country is there such a rigid system of education and examinations as we have in India today."

Cheaper Textbooks

The Union Minister expressed his happiness that cheaper editions of standard textbooks were being brought out with subsidy provided by British and American Governments and said that these cheaper editions had gone a long way in helping Indian students. At the same time, he advised that all encouragement should be offered to Indian authors to write books for our students.

Free Education

During the general discussion that followed his address, Shri Chagla assured Shri Partap Singh Kairon, who pleaded for free technical education, that he would strive for making technical education free as far as possible. "Even if we cannot make it free, we should give a larger number of scholarships on the basis of merit and means."

The Education Minister further gave an assurance that he would see that every talented Indian aboard found a suitable job in this country. He, however, expressed himself against putting any restrictions of foreign exchange for those who wished to go abroad for higher technical education.

Conucil's Decisions

The Council later supported the proposals regarding the expansion of admission capacity in engineering colleges and polytechnics, establishment of four regional Technical Teacher Training Institutes, and setting up of a Central Pool of Technical Teachers, referred to by the Union Minister in his presidential address.

The Council further suggested that more extensive provision should be made for part-time diploma courses and evening classes for persons working in industry, Government departments and other organisations. In accordance with the scheme formulated by the Council, the Central Government has already sanctioned 25 centres all over the country for part-time diploma courses for industrial workers. A scheme of part-time degree courses in Engineering was also commended by the Council.

FACILITIES FOR TECHNICAL EDUCATION

According to a survey of technical education facilities available in the country during 1962-63, there were 114 institutions conducting the first degree or equivalent courses, with a total intake of 17,669. The output during 1962-63 was 8,426. The subject-wise break-up of intake and output is given below :-

Subject	*Intake*	*Output*
Civil Engineering	5737	2543
Mechanical Engineering	4167	2345
Electrical Engineering	4068	1688
Telecommunication Engineering	450	250
Mining Engineering	341	198
Metallurgy	467	174
Chemical Engineering	1013	363
Textile Technology	255	174
Architecture	448	156
Aeronautical Engineering	10	7
Automobile Engineering	30	20
Pharmacy	221	127
Others	487	381
Total	17669	8426

Asia Foundation's Books Project

Under its Books for Asian Students project, the Asia Foundation has established certain procedures to ensure the smooth flow of up to 100,000 books a year to Indian universities.

The project, which is sustained by donations of materials by American organizations and individuals, aims at meeting the great need of Asian students and research workers for standard text and reference works. Recently the Foundation has also started to distribute large stocks of standard texts donated by American publishers as new editions are issued.

According to the procedures laid down for Indian universities, the Foundation will welcome any responsible persons to visit their warehouse in Delhi and select books for their university libraries. Although preference will be given to requests based on personal inspection of available stocks, the Foundation will also consider lists of subjects forwarded by those universities which do not send representatives. In addition, the Foundation will accept quarterly want lists of up to 250 specific titles from each university.

Over the past ten years the Foundation has distributed more than 50 lakh books and journals to Asian educational and research institutions.

Free Distribution of Tamil Books

The Bureau of Tamil Publications, Madras, plans to distribute free copies of its Tamil publications to those universities where Tamil Departments are functioning. The Bureau has been set up by the Madras Government for publishing in Tamil books on various subjects relating to science and humanities for university students and the general public.

History of Freedom Movement

The second volume of *The History of the Freedom Movement in India* is expected to be ready by the end of the current year. A total expenditure of Rs. 1,44,570 has so far been incurred on the writing of it.

Textbooks on Botany

The Ministry of Education has asked UGC to take up the preparation of standard textbooks on Botany for B.Sc. and post-graduate students. The Monographs Committee of CSIR had pointed out that most of the textbooks at present available were published in foreign countries and as such were not based on Indian flora and did not incorporate the results of research work done in this country on various aspects of Indian Botany.

The UGC Review Committee on Botany has already suggested a model syllabus for Indian universities.

'Book Fair' at Panjab University

Fresh ground was broken at the Panjab University Library when a "book fair" was organised on September 10 and 11, 1963. The system for acquisition of books thus far had been rather impersonal in the sense that the books had been reccommended by the various Heads of Department on the basis of publishers' catalogues of lists passed on to them from time to time. But during the book fair, leading booksellers were invited to bring their choice selections of latest books and university teachers were invited to make on-the-spot selections.

Nearly 25,000 books were brought to the fair by the various publishers. The encouraging response of the visitors bids fair to make this system of book selection a regular feature.

Vikram University Brochure

Vikram University has brought a brochure containing a list of research scholars who have been awarded and who have registered for the Ph.D. and D.Litt. degrees of the university during 1959-63, alongwith full titles of their theses and names of their supervisors. The information has been arranged under subject headings.

Cheapest Complete 'Shakespeare'

To mark the celebrations in connection with the 400th anniversary of Shakespeare's birth, the British Government's advisory committee on the selection of low-priced books for overseas proposes to publish the cheapest complete works of Shakespeare. It will appear in January 1964 at 7sh. 6d.

Education Ministry's Journal

The Union Education Ministry has recently brought out the first issue of the quarterly journal *Educational Facilities in India and Abroad*. The journal aims at providing students with information regarding the opportunities and problems in the field of higher studies in India and abroad.

Details regarding approved courses of studies/training for which foreign exchange facilities are available are given in the form of an article. Particulars regarding some of the new courses of education introduced in Indian Universities from the academic year 1963-64 are also given in the journal.

A special section under the heading "You ask—We answer" is devoted to replies of questions bearing on higher educational facilities.

New Australian University Journal

The first issue of *The Australian University* a magazine issued with the support of the Vice-Chancellors' Committee was produced in July 1963. The journal will publicise Australian universities in Australia and overseas, and will publish essays on problems of overseas universities that would interest Australian readers, and examine educational developments relevant to universities. The editor is Dr. S.W. Cohen, Director of Advisory Services at the University of Sydney; and the Associate Editor is Mr. R.W.V. Elliott, Reader in English at the University of Adelaide. There will be three issues a year at 8s. 6d. each or 25s. 6d. a year.

Manuscriptology

A plea for including textual critical studies in the curricula of post-graduate students was made by the seminar on "Manuscriptology and Textual Criticism" at its concluding session on November 12 in New Delhi. The seminar also suggested that post-graduate students of social and natural sciences be attracted to the study of Sanskrit and to the editing of indological texts dealing especially with positive sciences It also suggested the starting of a journal of Manuscriptology.

Inter-University Youth Festival

The picturesque Talkatora Gardens in New Delhi resounded with music, dance and the gay laughter of youth during the weeklong eighth Inter-University Youth Festival held from November 11 to 18, in which 700 boys and girls from nearly 30 Indian universities took part. The festival was due to be held last year, but was postponed in view of the trouble on our borders.

The presence at the inaugural function of three Soviet Cosmonauts, Valentina Tereshkova, her husband Andrian Nikolayev, and Valery Bykovsky lent an added element of buoyancy to the festival. The Prime Minister in his inaugural speech called upon the youth of the country to extricate themselves from mental rigidity and to inculcate the spirit of the changing world that is characterised by adventurous space travel and amazing scientific progress.

The festival provided an opportunity for the young men and women from different regions of the country to know each other better and appreciate the richness and variety of the cultural life of India. The programme included discussions, debates, group songs and dances, classical and light music, and an exhibition of paintings and creative works by students.

New Dimension

A new dimension was imparted to this year's festival by reserving November 15, the Dewali day, for sports and physical activity. In the morning all the students took part in a mass rally at the Northern Railway Stadium. After a march past they participated in a number of atheletic events. In the afternoon there was an exhibition hockey match organised jointly by the Union Ministry of Education and the Inter-University Board of India in which outstanding hockey players from 11 universities took part.

All the cultural activities were directed towards creating a feeling of oneness among the students and the debates towards employing and testing their intellectual capacity.

The cultural programmes were always a big draw and the tickets sold out much in advance of the shows began. Many State Education Ministers and Vice-Chancellors who were present in New Delhi for their conference availed themselves of the opportunity of visiting the festival. At the concluding function, which was attended by over 3,000 persons, students gave their best in dance and music that the festival had to offer.

Bombay University won the first prize for its excellent performance on and off the stage. Calcutta and Agra Universities were awarded the second and third prizes respectively.



Group dance by Kerala University students at the 8th Inter-University Youth Festival

N.C.C. Anniversary

The 15th anniversary of the National Cadet Corps was observed throughout the country on October 20 to coincide with the National Solidarity Day. The President, Dr. Radhakrishnan, said in his message to NCC:

"The primary object of membership of the Corps is to be available for the defence of the country in times of need. I am happy to find that so many of the younger generation in the country are training themselves actively to be able to answer any call in the service of the country.

"I have no doubt that the lessons of discipline and comradeship which the young people learn as members of the National Cadet Corps will make them better fitted for a full and free life."

The Defence Minister, Shri Y. B. Chavan, said in his message:

"Just as the National Solidarity Day has come to stay as an important feature of our national life, the National Cadet Corps has also become a permanent feature of the life of our youth in schools and colleges. Celebrating the NCC day on the same day as National Solidarity Day gives now a definite form, content and objective to the training of our youth in the NCC."

Maj.-Gen. Virendra Singh, NCC Director-General, in an "order of the day" issued to NCC cadets, said 26,00,000 boys and girls in schools and colleges throughout the country had received training up to now. He said NCC would provide the armed forces with a potential reserve of officers to draw upon.

Facility for Service Personnel

The Union Ministry of Defence has proposed that provision be made by Indian universities to enable military personnel to appear in various examinations as private candidates. The universities are being asked to extend this facility for the period of the national emergency and three years thereafter. The facility will, however, not be available for courses which require laboratory work.

Exhibition Hockey Match

An extra hour of thrill for the university students taking part in the Inter-University Youth Festival was provided by the exhibition hockey match organised jointly by the Union Ministry of Education and the Inter-University Board of India on November 15 at the Northern Railway Stadium. The match was played between teams comprising outstanding hockey players drawn from 11 universities. The performance of the young players was impressive by any standards and one could even discern in some the makings of India's hockey stars of tomorrow.

The university hockey players gave another, and perhaps more cogent, proof of their excellence when the Combined University XI got the better of the Delhi Hockey Association XI at the Lady Hardinge Grounds on November 16. Despite lack of combined practice, they gave a good account of themselves and beat the rival team (which included two all-India players) by two goals to one.



The players from 11 universities who took part in the exhibition hockey match held in New Delhi at the time of the Inter-University Youth Festival with Shri R. K. Kapoor, Joint Secretary, Ministry of Education; and Dr. B.D. Laroia, Secretary, Inter-University Board.

I.U.B. Meeting

(*Contd. from page 1 col. 3*)

The Board will consider proposals received from various universities Ministry of Education and the Directorate of NCC, and will evaluate the progress made by member institutions towards implementing various recommendations made at the Board's last annual meeting held in Bombay in February, including those pertaining to the compulsory NCC scheme, acceleration of medical and engineering courses and General Education.

Seminars

In addition to official business at the Board meeting, there will be two seminars to mark the quinquennial conference. The subjects for discussion at the seminars will be "Three-year Degree Course Including P.U.C." and "University Administration Including Finance".

INTER-UNIVERSITY TOURNAMENTS

The following are the results of the Inter-University Tournaments held so far :

Tournament		*Winners*	*Runners-up*
Basket-Ball	(Men)	Panjab	Bombay
,,	(Women)	Panjab	Kurukshetra
Badminton	(Men)	Bombay	Delhi
,,	(Women)	Bombay	Panjab
Foot-ball		Calcutta	Osmania
Kabaddi		Bombay	Shivaji
Swimming	(Men)	Calcutta	Bombay
,,	(Women)	Calcutta	Poona
Diving		Calcutta	Agra
Water-Polo		Calcutta	Baroda
Table-Tennis	(Men)	Bombay	Delhi
,,	(Women)	Vikram	Bombay
Volley-Ball	(Men)	Kerala	Agra
,,	(Women)	Vikram	Panjab
Wrestling		Poona	Panjab

PERSONAL

Dr. Triguna Sen, who completes eight years of Rectorship at Jadavpur University on January 15, 1964, has been reappointed for the third term of office for a period of four years.

Dr. (Smt.) Premlila V. Thackersey has been re-elected to the Vice-Chancellorship of SNDT University, Bombay, for a further period of three years with effect from September 1963.

Shri Lalbhai Ratanji Desai has been reappointed Vice-Chancellor of Gujrat University for a further period of three years w.e.f. November 30, 1963.

Shri Ishwarbhai J. Patel assumed office as the new Vice-Chancellor of Sardar Vallabhbhai Vidyapeeth on November 16, 1963, *vice* Dr. Maganbhai D. Patel resigned.

Dr. G. S. Mahajani took over charge as the first Vice-Chancellor of Udaipur University on November, 20, 1963.

Shri P. Deo, a former High Court Judge has been elected Vice-Chancellor of Nagpur University *vice* Shri S. P. Kotval resigned.

Dr. P. K. Kichlu, who recently retired from Professorship at Delhi University, has been appointed Director of the National Physical Laboratory, New Delhi.

Dr. M L. Dhar, Deputy Director-in-charge, Central Drug Research Institute, Lucknow, has been appointed Director of the Institute w.e.f. August 29.

Dr. R. C. Mehrotra, Dean of the Faculty of Science, Rajasthan University, has been nominated to the Board of the Council of Scientific & Industrial Research.

Dr. P. C. Gupta, Professor of History, Jadavpur University, left for a lecture tour in Czechoslovakia. He will deliver lectures at various university centres and at the Oriental Institute, Prague.

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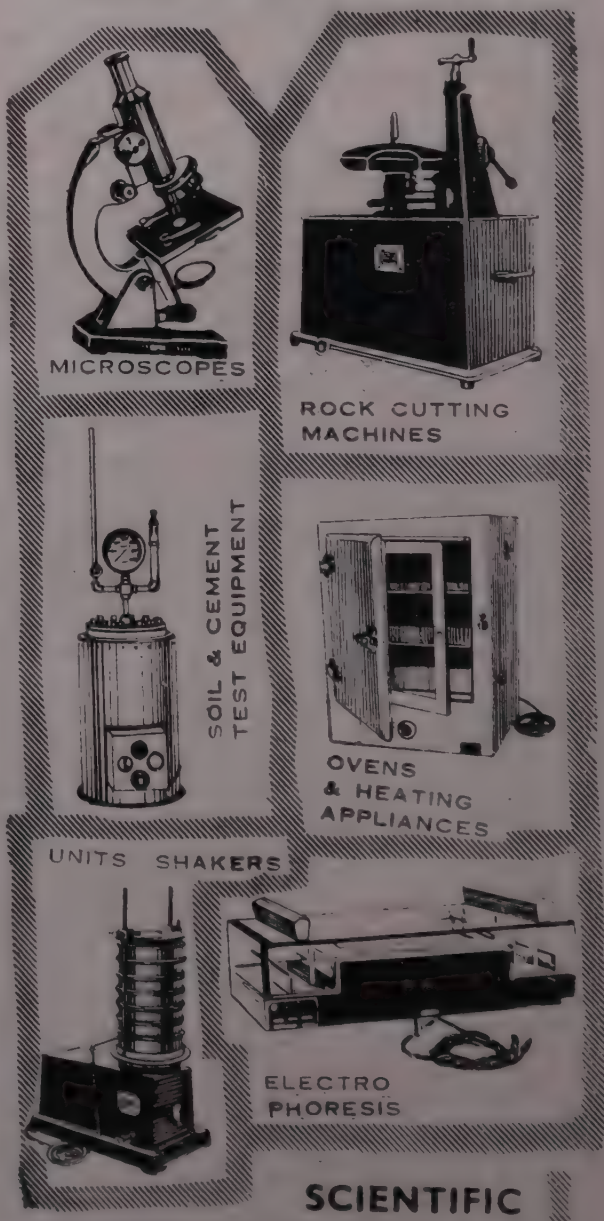
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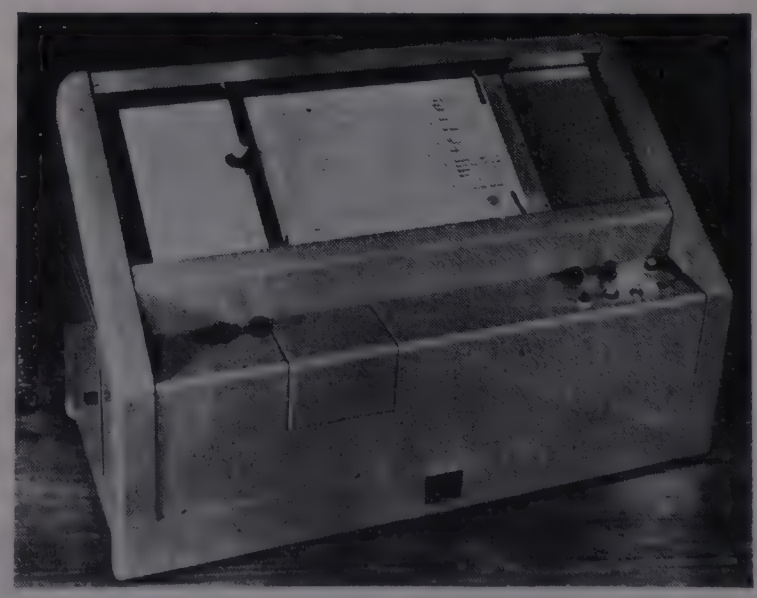
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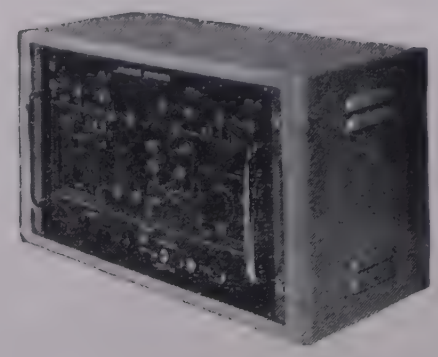
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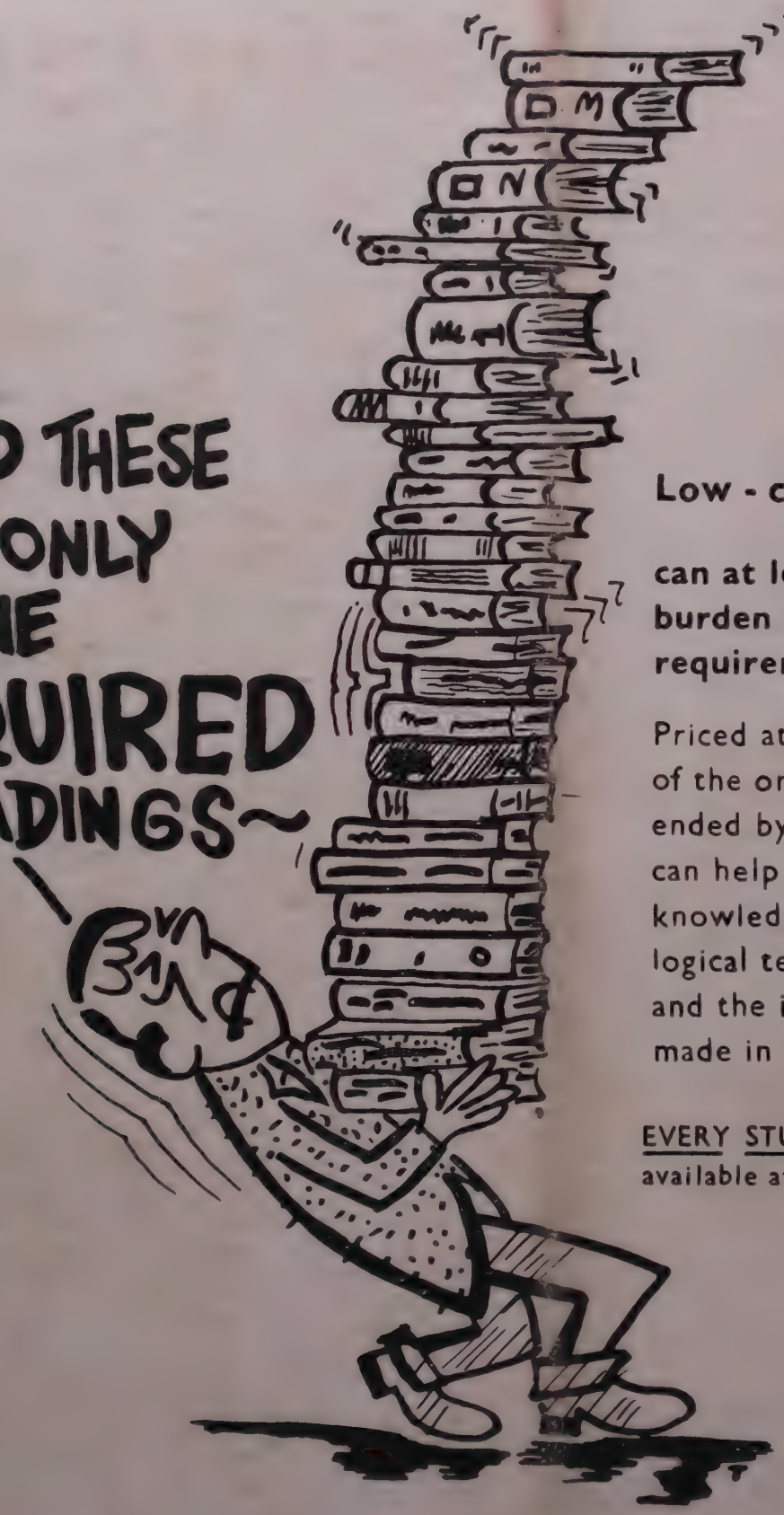
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UNIVERSITY NEWS

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Reflections . . .

WITH this issue, *University News* enters the second year of its publication. It is natural, therefore, that we are inclined to look back and take an overall view of the ground the journal has covered during the first year of its existence. This appraisal of the past might also give us an insight into the future.

The starting of *University News* was a venture in an altogether new direction on the part of the Inter-University Board of India. The main objective of the Board was to provide an effective link between various Indian institutions of higher learning and an all-India medium for disseminating information, statistical and otherwise, on current educational trends. During the past year, *University News* strove to meet this objective by serving as a "projection screen" for the main developments in the field of higher education in this country. The growing readership of *University News*, frequent indents for its back issues, and the numerous "bouquets" of commendatory expressions from our readers are all indicative of its success and popularity. Our foreign readers, too, have blessed the journal in no uncertain terms. Realising its value as a mirror of contemporary Indian educational development, the Ministry of External Affairs has undertaken the distribution of 110 copies of the journal to Indian missions abroad.

While we derive encouragement and gratification from this side of the picture, we find there is one aspect which is a cause of concern to us. There are still many small affiliated colleges that are not on our subscribers' list. By keeping the subscription low we hoped that these colleges in mofussil areas, to which educational news travels at a snail's pace, would benefit from our journal. Maybe we are rather too impatient, maybe a hundred per cent success is not a common phenomenon.

Yet, perhaps, the basic success of our journal lies in its being a pioneer publication of its kind. Since the commencement of its publication in February 1963, a new trend in the country has made itself manifest through the increasing number of educational magazines, tabloids and news sheets. We welcome all these new additions, for they are all useful in their own way. The amount of educational periodical literature processed in the world's more advanced countries is considerably greater than in India. The differences in the general level of educational development and resources apart, there is definitely a marked proclivity in these countries to harness various information media to the fullest extent possible for promoting educational development. Indeed, it is through the dissemination of information on a wide scale that the sphere of understanding can be enlarged and a proper co-ordination of thought and action maintained.

We take this opportunity to appeal to all those individuals and organisations who are engaged in educational activity to keep us posted with new developments in their respective spheres, so that *University News* may succeed in covering as wide an educational field as possible.

NEW EDUCATION COMMISSION SOON

The Union Minister for Education, Shri M.C. Chagla, announced in the Lok Sabha on March 12 that a commission of specialists, including some foreign experts, would be appointed shortly which would make an overall survey of education in India and submit its report in 12 to 14 months' time. Shri Chagla was replying to the debate on his Ministry's demands for grants for the year 1964-65.

The proposed commission would make a thorough evaluation of education today and tomorrow, bearing in mind the roots of our culture and civilisation and the need to develop education on scientific lines.

All-India Service

Shri Chagla stated that most of the States had agreed to the formation of an all-India education service, although there might be a difference of opinion in regard to the cadres to be covered under this scheme.

He expressed his agreement with the proposal to make education a concurrent subject. On the question of language, he iterated his view that the regional languages must become the media of instruction at the universities in course of time and that until Hindi was established as the link language, English must continue to play that role. The only possible solution was that all three languages must be learnt—regional, Hindi and English.

Shri Chagla also gave an indication that alongwith the extension of correspondence courses and evening colleges for students, he was thinking of having correspondence courses for teachers as part of a "crash programme" of teacher training.

Ministry of Education Reorganised

A Presidential Order has been issued to abolish the division of the Ministry of Education into the Departments of Education and Science.

The two departments were set up after the merger of the Ministry of Scientific Research and Cultural Affairs with the Ministry of Education in November 1963 when Shri Chagla joined the Union Cabinet. As a result of the abolition of this division a reallocation of work among the different units within the Ministry would be facilitated. It is proposed to include technical education in the unit dealing with general education and also to entrust all categories of scholarships to one section to eliminate confusion and to ensure planning in regard to trained personnel.

It is understood that in future, except for selected fields requiring special attention, the Central Advisory Board of Education would remain the principal advisory body for the Ministry; the State Education Ministers' Conference would be the reviewing and implementing body at the highest level ; and matters of technical nature would be referred to the National Council of Educational Research and Training.

Rationalisation

The new Education Minister has also taken various measures to effect economy in administrative expenditure and increase efficiency. A number of committees which have outlived their usefulness, have been wound up and the expenditure on the purchase of equipment, stores and publications has been reduced to the minimum. Several procedural simplifications suggested by the special reorganisation unit have also been introduced.

Education Ministers Meeting

The Union Education Minister, Shri M.C. Chagla, has convened a meeting of the State Education Ministers for April to discuss issues relating to long-term and short-term educational development. Among the specific issues expected to come up for discussion at the meeting are education as a concurrent subject, language policy, and secondry education.

Central Planning Group on Education

The Government of India has set up a Central Planning Group on Education under the chairmanship of Shri M. C. Chagla, Union Minister for Education, for the preparation of the broad outline of a perspective plan of educational development in India to cover 15 years (1966-81) and, against its background, a detailed programme for inclusion in the Fourth Plan (1966-71). The first meeting of the group was held in New Delhi on March 13.

Though in a sense complementary to the proposed commission on education, the group would be concerned with long-term planning. Besides this group, there are two other working groups on general and technical education which are mainly concerned with drawing up programmes for the Fourth Plan.

The 14-member Central Planning Group consists of, among others, Shri M. Bhaktavatsalam, Chief Minister of Madras ; Dr. V.K.R.V. Rao, Member, Planning Commission ; Dr. D.S. Kothari, Chairman, UGC ; Shri S.H. Zaheer, Director-General, CSIR ; and the Maharaja of Patiala.

Education Minister Confers With V.Cs.

The Union Education Minister, Shri M.C. Chagla, met Vice-Chancellors of South Indian universities in Madras on March 8 and had a free and frank exchange of views on several matters pertaining to university education, including university autonomy, the system of matching grants which has not worked very satisfactorily so far, proper recognition of the Inter-University Board as the corporate body of Indian Vice-Chancellors, exchange of professorships and fellowships, medium of instruction and standard of English at Indian universities.

The problem of pressure of admissions on the universities was also considered and it was thought that diversified avenues to students after school education must be made available to reduce this pressure. In this context, attention was also drawn to evening colleges and correspondence courses as possible solutions to the problem.

Universities in the Offing

The Andhra Vidhan Sabha has passed the Bill for establishing an agricultural university at Rajendranagar, Hyderabad.

★

The Government of Rajasthan has decided to establish a Sanskrit university in the State. A seven-member committee, under the chairmanship of Shri Vishnu Dutt Sharma, State Education Secretary, has been constituted to suggest ways for establishing the university with Sanskrit as the medium of instruction and Ayurveda as the main faculty.

★

The Government of Gujarat has appointed a 10-member committee under the chairmanship of Shri Lalbhai R. Desai. Vice-Chancellor Gujarat University, to report on establishing two new universities in the State, one in south Gujarat and the other in the Saurashtra region.

★

The Madhya Pradesh Minister for Agriculture, Shri Arjun Singh said recently that the proposed rural university for Jabalpur would begin functioning from the next academic year.

★

The Himachal Pradesh Revenue Minister, Shri Karam Singh, told the Vidhan Sabha recently that the Government proposed to establish a separate university in Himachal Pradesh during the Fourth Plan period.

★

UGC has accepted in principle the need for the establishment of a university each in Goa and Pondicherry during the Fourth Plan period.

★

A committee appointed by UGC under the chairmanship of Prof. A.R. Wadia recently visited Nagaland, NEFA, Manipur and the hill areas of Assam to study the possibilities of setting up a university for these areas.

Chagla's Plea for Making Study of English and Hindi Compulsory at Universities

In the course of his convocation address at Jadavpur University on January 12, Shri M.C. Chagla, Union Education Minister, made a fervent plea for making the study of both Hindi and English compulsory through all stages of university education.

He said while the universities could not and should not be prevented from gradually adopting the regional languages as media of instruction, they must constantly bear in mind the basic need for a common language at the university level. The only way to do it was to make the study of Hindi, which had been envisaged as the national language, compulsory through all stages of university education.

Importance of English

Continuing the Minister said: "But I would go further. We should also make the study of English equally compulsory because even when Hindi has become, in the true sense of the term, the official language of India, the usefulness of English will always remain. It constitutes a window through which we can look upon the world outside. It will be the window through which all the winds of new ideas, new thoughts can blow into our own country. It will always remain a language of international relations and a language of science. It is a great cultural asset we possess today and it will be a shame and a tragedy if as a gesture to political chauvinism we throw it away."

Need for Textbooks

He also emphasised that the changeover from the existing medium of English (35 out of 55 Indian universities still retain English as the medium of instruction) to the regional languages should be gradual to avoid lowering of standards. For one thing, we did not have the necessary textbooks in the regional languages. The difficulty with regard to science was even greater. One could at least translate textbooks in the humanities, but in science, apart from the textbooks, the student had to keep pace with new discoveries and this he could only do if he was familiar with the large number of scientific journals published in English and other European languages.

Student Indiscipline

Touching on the problem of student indiscipline, Shri Chagla said: "I think, in the first place, students' indiscipline has been exaggerated and we are apt to concentrate on isolated instances forgetting the large body of students who carry on their work quietly and conscientiously. In the second place, students' indiscipline is a symptom and not a disease. We cannot remove the symptom unless we cure the disease. The disease is a sense of frustration among the students."

Among the other causes of student indiscipline he listed a sense of discontentment arising out of unsatisfactory conditions of work, lack of the requisite qualifications on the part of teachers, and the dreary prospect of unending unemployment.

Kabir's Formula for Solving Language Tangle

Addressing the first convocation of Punjabi University, Patiala, on January 18, Prof. Humayun Kabir, Union Minister for Petroleum and Chemicals, offered a solution for the language problem of India.

According to him, children must start their education in the mother tongue which would be identical with the regional or State language. At the age of nine or ten, children would be introduced to a second language and one year thereafter to a third. It may be left to the State Government to decide whether English or an Indian language would be introduced first in this arrangement, but in any case from the age of ten or eleven till the end of the secondary stage, all children would be learning three languages. In order to reduce the burden on the children it would be desirable to try to reduce the number of scripts to be learnt. One possible solution would be to teach the mother tongue in the regional script and the other two in Roman.

(*Contd. on page 7, col. 1*)

Extension Work Major Function of Agricultural Universities—*V.K.R.V. Rao*

Delivering the first convocation address at Udaipur University on February 2, Dr. V.K.R.V. Rao, Member, Planning Commission, stated that an agricultural university was charged with three principal functions, namely education, research and extension, and added that the last aspect gave it a character distinct from other universities.

He said the university could not just content itself with tackling technical and scientific problems of agriculture. It must also keep itself informed of the social and economic problems facing the agricultural community and be ready to lend its expertise and informed judgment for the solution of those problems. He remarked that the university should truly become "Rajasthan Farmers' University". One reason for the setting up of agricultural universities was to break the barrier between agricultural graduates and the farming community.

The main object of the extension activity, Dr. Rao said, was not only to carry to the farmer the fruits of modern science and the results of special research carried out for his benefit, but also to induce in him the necessary mentality for making use of these results by creating an appropriate psychological climate. He suggested that the university could provide short courses, seminars and workshops for farmers and in-service training courses for State employees concerned with agriculture and community development.

We hope that the notion that to hold a doctorate is an essential qualification for every applicant for a university post will never become established in this country.—ROBBINS COMMITTEE (U.K.)

39th Annual Meeting and 9th Quinquennial Conference of I.U.B.



Vice-Chancellors, delegates and other invitees who attended the 39th annual meeting and ninth quinquennial conference of the Inter-University Board at Varanasi. Seated in the centre is Dr. Karan Singh, Chancellor of Banaras Hindu University, who inaugurated the conference.

Dr. Karan Singh Outlines Three Broad Functions of Indian Universities

Inaugurating the 39th annual meeting and the ninth quinquennial conference of the Inter-University Board at Banaras Hindu University on December 29, 1963, Dr. Karan Singh, Sadr-i-Riyasat, Jammu & Kashmir and Chancellor of the host university, enumerated three broad functions which an Indian university is expected to fulfil.

The first was to create a body of young men and women technically equipped to deal with the expanding administrative and technological demands that face the country in the future; secondly, to pour into society a steadily growing stream of young people who would be intelligent, enlightened and responsible Indian citizens and who would inevitably form the backbone of our democratic polity; and thirdly to give each one of its students sufficient intellectual stimulation to enable him to actualize his inner potentialities and attain as high a material, moral and spiritual equilibrium as possible.

He also emphasised the importance of eliciting from the younger generation that "creative idealism" without which no nation could become and remain great.

National Integration

Dr. Karan Singh reminded the universities that apart from filling a particular role in the region in which it was situated, every university in this country was an Indian university and must, therefore, partake of "a common cultural and academic sub-stratum" to offset the danger of regional and provincial exclusiveness. "It has become unfashionable to talk of national integration since the Chinese aggression last year, because it is assumed that this external threat at one stroke achieved which we had been trying to do ever since 1947. I believe however, that this is a facile and unjustified assumption, and that we must continue to work actively for national integration and solidarity."

Dr. Karan Singh suggested that the Inter-University Board of India should promote horizontal mobility of teachers and students from one university to another. It should also act as a clearing house for all types of information connected with the universities, and for this purpose it must build up a strong statistical cell. This, he said, necessarily implied a planned and regular publications programme covering all aspects of university activity.

Concourse of Academicians

The three-day conference was attended by 35 Vice-Chancellors from Indian and Ceylonese universities, some 50 delegates representing various faculties and academic

bodies of the member universities, besides several invitees representing UGC, the Ministries of Education, Health, Food and Agriculture, and Community Development, and the Directorate of NCC in the Ministry of Defence. Observers from the British Council, Ford Foundation, U.S. Educational Foundation, and USIS were also present. Among the distinguished foreign guests were Shri Ranadhir Subha, Vice-Chancellor, Tribhuvan University, Kathmandu; and Dr. Prachoom Chomchai, Secretary, Association of South East Asian Institutions of Higher Learning, Bangkok.

Dr. Triguna Sen, Rector, Jadavpur University, presided over the conference.



Shri N.H. Bhagwati, Vice-Chancellor of the host university, welcoming the V.Cs. and other invitees.

Dr. Triguna Sen Warns Against Short-cuts in Education

"Our new educationists are in a great hurry, but it is possible that the desire to take short-cuts was never more dangerous than in education at the university level," said Dr. Triguna Sen, President of the Inter-University Board, while addressing the fellow Vice-Chancellors and others at the 39th annual meeting of the Board held at Varanasi in December last.

He strongly deprecated the tendency on the part of some people to think of universities as places where one need only cover certain syllabi and prepare for examinations. These people, he said, overlooked the real function of the university which was to elicit the maximum intellectual power of students.

Role of I.U.B.

A voluntary organisation like the Inter-University Board, Dr. Sen said, could serve as an effective instrument for bringing about co-ordination and maintenance of standards, fulfil the ideals of university education, and help maintain the autonomy of the universities. The advice of this organisation, working on a voluntary and friendly basis, would command more respect than any advice from the Government or a statutory body. He added if the Inter-University Board and the University Grants Commission could work hand in hand as sister organisations, planning their resources without any duplication of work, good results could be achieved in the foreseeable future.

In a reference to the unilateral action taken by the Education Ministry in selecting representatives to the Commonwealth Universities' Congress held in July 1963, Dr. Sen said although the Government had no intention of sending an official delegation, its action created the impression among the delegates to the congress that the Indian delegation consisted of Vice-Chancellors nominated by the Government. He expressed the hope that there would grow between the Government and the universities a bond of mutual respect and confidence, so that there would be no scope for any misunderstanding in future.

I.U.B. Admits Five New Members

Five universities were newly admitted to the membership of the Inter-University Board at the Board's meeting. These were: Jodhpur University, Jodhpur; Punjabi University, Patiala; Varanaseya Sanskrit Vishwavidyalaya, Varanasi; Shivaji University, Kolhapur; and Udaipur University, Udaipur. This raises the number of member universities from 42 to 47, the Indian Agricultural Research Institute, New Delhi, being an additional associate member of the Board.

The requests of the Universities of Bhagalpur and Magadh (Gaya) and the five Indian Institutes of Technology for admission to membership were also considered and then referred to the visiting committees constituted for this purpose in conformity with the normal procedure of the Board for admitting new members.

New I.U.B. President

Dr. A C. Joshi, Vice-Chancellor, Panjab University, was elected new President of the Board for the year 1964-65.

Rural Services Diploma

The question of recognising the rural services diploma for the purposes of admission to training colleges or colleges of education was reconsidered by the Inter-University Board at its Varanasi meeting. The Board, however, reiterated its previous resolution according to which the rural services diploma is recognised (for a period of 5 years in the first instance) for purposes of admission to post-graduate courses in Economics, Political Science, Sociology, History and similar disciplines in the humanities. The diploma, however, was not recognised for admission to professional training in Education, Law or Public Administration.

Introducing New Members . . .

The Inter-University Board, at its meeting held at Varanasi in December 1963, admitted five new universities to its membership. A brief description of each one of them is given below :

JODHPUR UNIVERSITY

Jodhpur University was established in July 1962 as a unitary type teaching university. It has four constituent colleges and one affiliated college, all located at Jodhpur. There are approximately 5,000 students on the rolls, including about 80 research scholars.

The university has the Faculties of Arts, Science, Social Sciences, Commerce, Engineering, Law and Education. Instruction up to post-graduate standard is provided in all departments, excepting in the Departments of Sanskrit, Music, Engineering, and Education, where teaching is provided only up to the degree level.

The courses of study approved by the university for its examinations of 1962-63 were the same as prescribed by Rajasthan University. However, from the academic year 1963-64, the university will follow its own courses of study.

PUNJABI UNIVERSITY

Punjabi University started functioning in April 1962, when nine colleges situated at Patiala, which had hitherto been associated with Panjab University, were transferred to it. The total enrolment at these colleges was 3,906. The university has the Faculties of Arts & Social Sciences; Science; Business Administration & Commerce; Languages; Education; Medicine; and Engineering & Technology. The number of students receiving post-graduate training at the university and its affiliated colleges is 243.

One of the main objectives of the university is to promote Punjabi studies and develop the Punjabi language. Alongwith Hindi and English, Punjabi has been introduced as the medium of instruction in social sciences at the undergraduate level. Besides, the university has set up two special departments, one of Translation and the other of Punjab Historical Studies. While the former will produce Punjabi translations of classics and standard works and prepare textbooks in Punjabi, the latter will prepare in Punjabi a comprehensive eight-volume history of the Punjab beginning from the pre-Aryan times.



A general view of the business meeting of I.U.B.

SHIVAJI UNIVERSITY, KOLHAPUR

Shivaji University, Kolhapur, established in September 1962, is the youngest of the 55 universities at present functioning in India. It was carved out of Poona University by placing within its jurisdiction the five districts of Kolhapur, Ratnagiri, Satara, Sangli and Sholapur. The university thus took over 33 colleges and one research institute (G.K. Institute of Rural Education, Gargoti) from Poona Unversity. Since then four more colleges have been affiliated to it.

The university has the Faculties of Arts, Social Sciences, Science, Law, Medicine, Commerce, Agriculture, Engineering and Education. At present teaching facilities are available in the affiliated colleges only, including post-graduate training in the humanities and social sciences, but it is proposed to start post-graduate classes in Physics, Chemistry, Botany, Zoology and Mathematics very shortly.

UDAIPUR UNIVERSITY

Udaipur University is the new name given from October 1963 to the erstwhile Rajasthan Agricultural University which was established in July 1962. The change in the name of the university is indicative of its enlarged scope to impart education in various branches of humanities, social sciences and sciences. However, the university will retain its bias in favour of agricultural sciences.

At present two agricultural colleges, one at Udaipur and the other at Jobner, and the College of Veterinary and Animal Science, Bikaner, are affiliated to this university. It is expected that the College of Home Science and the College of Arts and Science at Udaipur will soon be brought into its fold.

VARANASEYA SANSKRIT VISHWAVIDYALAYA

Varanaseya Sanskrit Vishwavidyalaya Varanasi, is one of the two Sanskrit universities functioning in India, the other being Kameshwara Singh Darbhanga Sanskrit University, Darbhanga. It is the successor to the ancient Government Sanskrit College established by the East India Company in 1791. This college was transformed into the teaching-cum-affiliated Sanskrit university by an Act of the Uttar Pradesh legislature in 1956. Today 1,036 Sanskrit *mahavidyalayas* (colleges) spread over many States are affiliated to this *Vishwavidyalaya*. It conducts *Prathama*, *Purva Madhyama*, *Uttar Madhyama*, *Shastri*, *Acharya*, *Vachaspati*, and *Vidya Vidyarthi* examinations which are equivalent to the junior high school, matriculation, Intermediate, B.A., M.A., Ph.D. and D. Litt.

(*Contd. on page 12, col. 1*)

Indian Teachers for African Universities

The Inter-University Board, at its meeting held in December at Varanasi, supported a proposal to make available Indian teachers for staffing African universities. The Board commended the idea to the universities, UGC and the Government of India and suggested that orientation courses be organised for those Indian teachers who might like to join African universities.

The Government of India has since decided to maintain a panel of qualified and experienced Indian experts in teaching, medical and engineering fields for meeting expeditiously demands from Asian and African countries. Application forms are available from the Foreign Assignments Section of the Ministry of Home Affairs.

Hostel for Oversea Students

The Rotary Club of Bombay has decided to put up a big hostel in the city for oversea students, especially those from African countries.

(*Contd. from page 3, col. 3*)

Increasingly, the mother tongue would also become the medium of instruction in the universities and a definite time-table for the purpose must be laid down. At the university stage, there must inevitably be a period of bilingualism, but at the appointed time the medium would be an Indian language. English however, would remain a compulsory subject of study.

Prof. Kabir said while the language was something intrinsic to personality and the alphabet had a certain relation to the language, the script consisted of mere visual signs to refer to particular letters in the alphabet. He added that from the standpoint of clarity, legibility and ease of manual and mechanical manipulation, the Roman script had advantages over most Indian scripts. It would, of course, be necessary to add some additional symbols to the Roman script in order to represent the additional letters included in the Sanskrit alphabet.

Tax Exemption for Visiting Professors

The Government of India has decided to exempt from tax the salary income of professors and teachers of foreign nationality visiting Indian universities and other educational institutions on the same conditions as are applicable to foreign technicians. It is realised that visiting teachers play an important role in the progress of specialised studies in the fields of science, technology and arts in our country and the prevail- high rates of progressive taxation give rise to difficulties in the free utilisatsion of the services of foreign specialists.

Indo-Soviet Exchange Plan

India and the U.S.S.R. have agreed to expand the existing programme of scientific and cultural exchanges during the year 1964-65. Shri M.C. Chagla, Union Education Minister, and Mr. S.K. Romanosky, Chairman of the Soviet State Committee for Cultural Relations with Foreign Countries, exchanged letters providing for the expanded programme in New Delhi on March 2.

Under the new programme, which gives special attention to scientific subjects and higher education, 50 Indian post-graduate students will study at Soviet higher educational institutions in 1964-65. The programme also includes exchange visits by scientists.

Indian Students in Russia

Mr. Vyacheslav Yelyutin, U.S.S.R. Minister for Higher and Specialised Education, who recently concluded his nine-day visit to India at the invitation of Shri M. C. Chagla, Indian Education Minister, said in an interview in New Delhi that 222 Indians were receiving training at various higher and technical institutes in the Soviet Union. Of these 109 were post-graduate students and 20 professors.

He added that 22 Soviet students were studying at Indian institutions in Delhi, Bombay, Calcutta and Lucknow, and 32 Soviet professors were working at various Indian Institutions.

VISITORS

Prof. John Raymont, well known marine biologist and Professor of Zoology at Southampton University, arrived in India on March 9 for a three-week session of talks with research workers at the Porto Novo marine laboratories of Annamalai University. He is accompanied by his wife, who too is a marine biologist.

★

Dr. B. Landheer, Professor of Sociology at the University of Groningen, Netherlands, joined Rajasthan University's Department of Sociology as a visiting professor from February 2.

★

Prof. N.V. Belov, a member of the U.S.S.R. Academy of Sciences, has recently taken up his assignment as a visiting professor at the Centre of Advanced Studies in Crystallography and Biophysics at Madras University. During his three-month stay in India Prof. Belov expects to visit some other universities as well. He has been deputed to India under the Unesco project of assistance to Centres of Advanced Studies.

★

Prof. I. Novojilov, 39-year old Vice-Chancellor of Leningrad University and Head of the Department of Theoretical Physics, arrived in New Delhi on January 27 to take up his assignment at the Department of Physics, Delhi University, as a visiting professor under the Unesco ass stance project. He will stay in India for three months.

★

Prof, K.A. Krasilnikov, State Director, Institute of Microbiology of the U.S.S.R. Academy of Sciences, has joined the Centre for advanced Studies in Mycology and Plant Pathology, Madras University, as a visiting professor under the Unesco assistance programme.

U.N Aid for Regional Engineering Colleges

The Governing Council of the UN Special Fund has sanctioned $4,065,300 for three projects to be carried out in India.

Of this $1,481,000 are to assist the Survey of India in pre-investment mapping ; $491,300 for the establishment of four logging training centres ; and $2,093.000 for assistance to six regional engineering colleges.

The project of assistance to the six regional engineering colleges is intended to complement the earlier project approved by the Governing Council at its June 1963 session to furnish instructional equipment to the Regional College, Warangal, where a model engineering programme will be established with the assistance of an international expert teaching team. The Special Fund is now offering assistance to six other regional colleges, namely those at Mangalore, Durgapur, Nagpur, Bhopal, Jamshedpur and Allahabad.

80 Fulbright Travel Grants

During 1964-65, the U.S. Educational Foundation in India will award about 80 Fulbright travel grants for post-graduate study in the U. S. A. in all fields except engineering.

Candidates should hold a letter of admission from an American university and a documented guarantee of financial support equivalent to Rs. 13,000 for one academic year. They should not have studied in the United States at the college level within the last five years.

The minimum qualifications required are a second class Bachelor's degree and a second class post-graduate degree or diploma *plus* two years' specialised or research experience. Age : preferably between 24 and 35 years.

Application forms can be secured from one of the regional offices of the Foundation in Bombay, Calcutta, Madras or New Delhi by giving full particulars in writing. Last date for submission of application forms : April 10,1964.

Grants & Awards

U.S.A.I.D. Assistance for Educational Tours

The United States Agency for International Development (USAID) is understood to have submitted a proposal to the Government of India, under which Indian Vice-Chancellors, professors, heads of department, principals of colleges and educational administrators would be offered facilities to visit the United States for exchange of ideas and getting acquainted with the latest developments in their fields.

Australian Research Scholarships

The Australian National University invites applications from 1st class graduates with some research experience for the award of research scholarships to enable them to pursue the Ph.D. course of the university in any subject in the humanities, social sciences or sciences. The value of the scholarship is £A1025 per annum *plus* travel and family allowances. Further particulars and application forms may be obtained from the Secretary, Inter-University Board of India, Rouse Avenue, New Delhi-1, by those who are eligible for the award and recommended by their respective universities.

Fellowship in Public International Law

The British Institute of International and Comparative Law is, for the third year, offering an overseas research fellowship in Public International Law. The fellowship, which will be of the value of £ 800 per annum (with up to £ 200 as an additional travelling allowance), will be tenable for one year from October 1964 by a graduate in Law. The Institute may be able to consider the award of one or more additional fellowships if suitably qualified candidates present themselves.

Applications giving full particulars and a statement of proposed programme of research should reach the Director, British Institute of International and Comparative Law, 1, Temple Gardens, Temple, London, E.C.4 by May 22, 1964.

Kalinga Prize for American Writer

Mr. Gerard Piel, eminent American science writer and publisher of the *Scientific American*, received the 11th International Kalinga Prize at a special ceremony held at the India International Centre, New Delhi, on February 6.

The Kalinga Prize, which is awarded by an international jury appointed by Unesco, is a donation of £ 1,000 by Shri Bijoyanand Patnaik, former Chief Minister of Orissa and director of the Kalinga Foundation, for the popularisation of science.

Research Grants for Teachers

To encourage research in the universities and colleges by teachers, UGC has instituted a scheme to provide financial assistance up to a maximum of Rs. 5, 000 per scholar for the purchase of equipment, chemicals and books etc. not normally provided by the institutions.

Under this scheme, UGC has selected 84 teachers in universities and colleges for grants during 1963-64. Of these 60 teachers are pursuing research in science subjects, five in engineering and technology and 19 in humanities and social sciences.

Grants for Exchange of Teachers

UGC has decided to grant between Rs. 10,000 and Rs. 15,000 to each university every year to meet the expenditure on the exchange of teachers.

Rs. 1.53-Lakh Grant for Aligarh Medical College

UGC has sanctioned a non-recurring grant of Rs 1.53 lakhs and a recurring grant of Rs. 5 lakhs for the Medical College of Aligarh Muslim University. An additional recurring grant of Rs. 50,000 has been approved for the Institute of Opthalomology attached to the college. As a result, the initial annual intake in the college will be raised from 40 to 70, and finally to 100 students.

Recent Trends in Theoretical Physics

Recent trends in Theoretical Physics, such as symmetries, strong and week interactions, and many-body problems, were discussed at the second anniversary symposium of the Institute of Mathematical Sciences, Madras, held from January 3 to 9. The symposium was inaugurated by Shri C. Subramaniam, Union Minister for Steel & Industry, and presided over by Prof. L. Rosenfeld of Nordita, Copenhagen (Denmark), who is the second Niels Bohr Visiting Professor at the institute.

In addition to about a dozen local scholars, the participants included these foreign physicists and mathematicians who were in residence at the institute as visiting professors—Prof. H. Stone, University of Chicago ; Prof. R. Hagedron, CERN, Geneva ; Prof. E. C. G. Sudarshan, University of Rochester ; Prof. B. Zumino, New York University ; Prof. A.T. Bharucha-Reid, Wayne State University ; Dr. M. Jacob, SPT. Scalay (France) ; Dr. L. O'Raifeartaigh, Dublin Institute for Advanced Study (Ireland) ; and Dr. F. Mohling. University of Colorado, Boulder (U.S.A.).

More Seminar News on Page 18



Prof. L. Rosenfeld, the second Niels Bohr Visiting Professor at the Institute of Mathematical Sciences, Madras, inaugurating the second anniversary symposium at the institute.

Plant Protection Seminar

A seminar on plant microbe-interrelations. including methods of plant protection, was held from January 27 to 31 under the auspices of the Centre for Advanced Studies in Mycology and Plant Pathology, Department of Botany; Madras University. Among the 24 participants were Prof. N.A. Krasilnikov, State Director, Institute of Microbiology of the U.S S.R. Academy of Sciences, Moscow, and Dr. O. G. Shirokov, Senior Research Fellow in the same institute, who had been sent to the Madras centre under the Unesco Expanded Programme of Technical Assistance.

Prof. Krasilnikov read a paper on 'Phytotoxins of Microbia in the Life of Plants". He said in an interview that the main problem facing botanists in India was the control of the wilt disease in cotton and the blast diseases in rice caused by certain soil fungi, and observed that the tropical climate in the country favoured the possibility of developing antibiotic micro-organisms to combat and eliminate these diseases.

Refresher Course in Nuclear Science

The Trombay Establishment will organise a refresher course in Nuclear Physics, Electronics, and Nuclear and Radiation Chemistry from the first week of May till the middle of June 1964. The six-week course will be the third of its kind to be held by the Establishment. Unlike in previous years, however, when patricipation was restricted to teachers from Indian universities only, the third course will admit persons from universities in neighbouring countries as well.

Crystallography

A seminar on "Crystallography and Molecular Structure" was held under the auspices of the Centre of Advanced Studies in Crystallography and Biophysics, Department of Physics, Madras University, from February 17 to 20. Prof. Academician N. V. Belov of the Institute of Crystallography, Moscow, who has recently taken up his assignment as a visiting professor at the centre under the Unesco Expanded Programme of Technical Assistance, attended the seminar. Among the other participants were Prof. G. N. Ramachandran, Head of the Department of Physics, Madras University ; Dr. V. I. Simonov and several other Russian professors.

Summer Institutes in Science Subjects

The University Grants Commission, in collaboration with USAID, will organise this year 16 summer institutes, four in each region, for university and college teachers in specialised fields in Mathematics, Physics, Chemistry and Biology. Each institute will last between five and six weeks. Sixteen top-ranking U.S. scientists will be associated as members of the academic staff of these institutes.

Similarly, 16 summer schools, four in each region, will be organised for secondary school teachers in science subjects, and 32 American specialists working in pairs—a university professor and a high school teacher—will be associated with these summer schools.

UNIVERSITIES IN INDIA

Name of University	Year of Establishment	Type	Enrolment (1962-63)			Vice-Chancellor	Registrar
			Total	Teaching Deptts.	Affiliated Colleges		
1	2	3	4	5	6	7	8
*1. Agra University	1927	A	56,384	554	55,830	Shri P.D. Gupta	Shri R.S. Agarwal
*2. Aligarh University	1921	U	5,047	5.047	—	,, B.F.H.B. Tyabji	,, M.M. Siddiqi
*3. Allahabad University	1887	U	11,000	8,462	2,538	Dr. Balbhadra Prasad	,, K.P. Mohiley
*4. Andhra University Waltair	1926	A	32,617	2,756	29,861	,, A.L. Narayan	,, K.V. Gopalaswami
*5. Annamalai University Annamalainagar	1929	U	3,182	3,182	—	,, C.P. Ramaswamy Iyer	,, T.D. Meenakshi-sundaram
*6. Banaras Hindu University, Varanasi	1916	U	8,410	7,485	925	Justice N.H. Bhagwati	Major S.L. Dar
7. Bhagalpur University	1960	A	19,194	3,385	15,809	Dr, Ramdhari Sinha Dinkar	Shri Amarendra Narayan
*8. Bihar University, Muzaffarpur	1952	A	29,237	6,094	23,143	,, P.L. Srivastava	Dr. K.S. Varma
*9. Bombay University	1857	F	53,902	1,772	52,130	,, R.V. Sathe	Shri T.V. Chidambaran
*10. Burdwan University	1960	A	21,169	508	20,661	Shri B.K. Guha	,, S.M. Chatterjee
*11. Calcutta University	1857	A	1,17,248	9,132	1,08,116	,, B. Malik	,, Gopalchandra Ray Chaudhury
*12. Delhi University	1922	F	25,149	5,518	19,631	Dr. C.D. Deshmukh	,, L.N. Welingkar
*13. Gauhati University	1948	A	34,976	1,999	32,977	,, H.J. Taylor	,, C. Das
*14. Gorakhpur University	1957	A	15,411	3,586	11,825	,, A.C. Chatterji	,, K.J. Majumdar
*15. Gujarat University, Ahmedabad	1949	A	47,208	502	46,706	Shri L.R. Desai	,, K.C. Parikh
16. Indira Kala Sangeet Vishwavidyalaya, Khairagarh.	1956	A	93	93	—	,, P.N. Chinchore	,, B.B. Biswas
*17. Jabalpur University	1957	A	10,600	464	10,136	,, T.C. Shrivastava	,, K.P. Govil
*18. Jadavpur University, Calcutta	1955	U	3,621	3,621	—	Dr. Triguna Sen	,, P.C.V. Malik
*19. Jammu & Kashmir University, Srinagar	1948	A	10,997	355	10,642	Prof. T,M. Advani	,, Abdul Aziz
*20. Jodhpur University	1962	U	4,667	4,507	160	Shri B.N. Jha	,, Sudhindra Kumar
21. Kalyani University	1961	U	470	470	—	Dr. S.N. Das Gupta	Dr. D.C. Sen
22. Kameshwar Singh Darbhanga Sanskrit Vishwavidyalaya, Darbhanga	1960	A	5,216	—	5,216	Shri S.V. Sohoni	...
*23. Karnatak University, Dharwar	1949	A	17,134	2,501	14,633	,, D.C. Pavate	Shri S.S. Wodeyar
*24. Kerala University, Trivandrum	1937	A	56,038	189	55,849	,, Samuel Mathai	,, A.M.N. Chakiar
*25. Kurukshetra University	1956	U	758	758	—	,, Suraj Bhan	,, R.C. Khanna
*26. Lucknow University	1921	U	17,492	11,554	5,938	Dr. A.V. Rao	,, P.C. Mittal
*27. M.S. University of Baroda	1949	U	10,106	10,106	—	,, J.M. Mehta	,, Brij Krishan

UNIVERSITIES IN INDIA *(Contd.)*

1	2	3	4	5	6	7	8
*28. Madras University	1857	A	64,091	988	63,103	,, A.L. Mudaliar	,, B.M. Thirunaranan
29. Magadh University, Gaya	1962	A	22,329	6,310	16,019	,, K.K. Datta	,, K.P. Sinha
*30. Marathwada University, Aurangabad	1958	A	8,848	420	8,428	Shri S.R. Dongerkery	,, M.B. Chitnis
*31. Mysore University	1916	A	40,011	3,898	36,113	Dr. K.L. Shrimali	Dr. K.S. Siddalingaih
*32. Nagpur University	1923	A	32,464	1,545	30,919	Shri P.P. Deo	Shri S.V. Bhagwat
33. North Bengal University, Silliguri	1961	A	7,343	—	7,343	,, B.N. Das Gupta	...
34. Orissa University of Agriculture aud Technology, Bhubaneswar	1962	U	982	982	—	,, Mahesh Chandra Pradhan	Shri N.R. Patnaik
*35. Osmania University, Hyderabad	1918	A	25,430	12,660	12,770	Dr. D.S. Reddi	,, B.P.R. Vithal
*36. Panjab University, Chandigarh	1947	A	63,147	3,573	59,574	,, A.C. Joshi	,, Kirpal Singh
37. Panjab Agricultural University, Ludhiana	1961	U	1,344	1,344	—	Shri P.N. Thapar	,, S.K. Misra
*38. Punjabi University, Patiala	1961	U	3,707	—	3,707	Bhai Jodh Singh	,, Harbans Singh
*39. Patna University	1917	U	10,815	10,815	—	Dr. G. Jacob	,, K.P. Ambastha
*40. Poona University	1949	A	39,536	888	38,648	Mahamahopadhyaya Datto Vaman Potdar	,, W.H. Golay
41. Rabindra Bharati, Calcutta	1961	A	131	131	—	Shri H. Banerjee	,, B.R. De
*42. Rajasthan University, Jaipur	1947	A	30,649	6,905	23,744	Dr. M.S. Mehta	,, C.L. Singhal
43. Ranchi University	1960	A	19,705	3,915	15,790	Shri Sarangdhar Sinha	Dr. M.P. Guha
*44. Roorkee University	1949	U	1,866	1,866	—	,, G. Pande	Shri V.N. Kak
*45. Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar	1955	A	6 184	588	5,596	,, I.J. Patel	,, H.A. Mistry
*46. Saugar University	1946	A	20,589	2,449	18,140	Justice G.P. Bhutt	Prof. Ishwar Chandra
*47. S.N.D.T. Women's University, Bombay	1951	A	4,333	2,467	1,866	Lady Premlila V. Thackersey	Smt. K.H. Bhansali
*48. Sri Venketeswara University, Tirupati	1954	A	9,517	1,135	8,382	Shri S. Govindarajulu	Shri M. Ramanuja Rao Naidu
*49. Shivaji University, Kolhapur	1963	A	—	—	—	Dr. A.G. Pawar	,, M.Y. Vaidya
*50. Udaipur University	1962	U	1,231	1,231	—	,, G.S. Mahajani	Dr. H.N. Mehrotra
*51. U.P. Agricultural University, Pantnagar	1960	U	664	664	—	,, N.K.A. Rao (Acting)	,, N.K.A. Rao
*52. Utkal University, Bubheneshwar	1943	A	17,646	1,245	16,401	,, P. Parija	Shri G.C. Rath
*53. Varanaseya Sanskrit Vishwavidyalaya, Varanasi	1958	A	710	—	710	Shri S.N.M. Tripathi	,, R.N. Misra
*54. Vikram University, Ujjain	1957	A	31,578	2,384	29,194	Dr. G.L. Datta	,, V. Shankaran
*55. Visva-Bharati, Shantiniketan	1951	U	490	490	...	,, S.R. Das	,, H.C. Bhattacharya

* Member, Inter-University Board of India A=Affiliating U=Unitary F=Federal

Campus News

'Nagarjuna Bhawan'

"Nagarjuna Bhawan" is the name given to the proposed Chemistry Department building of Kurukshetra University, the foundation stone of which was laid on December 5, 1963 by Sardar Partap Singh Kairon, Chief Minister of Punjab. Dr. D.S. Kothari, Chairman, UGC, presided over the ceremony.

Nagarjuna was a celebrated Budhist chemist and a teacher at the University of Nalanda in the 7th century A.D. Hieun Tsang, noted Chinese scholar-traveller who stayed in India from 629 A D. onwards, paid a very warm tribute to the skill of Nagarjuna as a chemist. It was Nagarjuna who discovered the chemical process of distillation and who first made use of black sulphide of mercury in medicine and industry.

Shantiniketan Ashram Centenary

Shantiniketan Ashram, the seat of Visva Bharati University, celebrated the centenary of its foundation day on December 23, 1963. On this day in 1863, Debendranath Tagore, father of Rabindranath Tagore, selected the spot for offering worship to God. He was so happy over the site that he christened it Shantiniketan (the abode of peace). The Ashram has since grown into the present seat of learning, of which Prime Minister Nehru is the *Kulpati* (Chancellor).

(*Contd. from page 6, col 3*)

examinations respectively. In addition. there are a *Shiksha Shastri* (B. Ed.) course, diploma courses in some foreign languages and Music, and a special three-year diploma course in Sanskrit for foreign students. About 40 foreign students are studying Sanskrit at the *Vishwavidyalaya*.

The 21 teaching departments of the *Vishwavidyalaya* provide training in both ancient Indian studies as well as modern subjects. The Saraswati Bhawan Library attached to the *Vishwavidyalaya* has perhaps the biggest collection of ancient manuscripts in the world.



The new library building at the Utkal University campus, Bhubaneswar

NEW COURSES OF STUDY

Aligarh University : A new course in Indian Humanities, consisting mainly of the principal elements of Sanskritic and Islamic cultures, was introduced during the current academic year.

A one-year post-graduate diploma course in Public Administration was also instituated.

A separate Department of Sanskrit is being created by the university in order to encourage the study of Sanskrit and Indian humanities. Dr. Surya Kant, a noted scholar, has been appointed Professor of Sanskrit to head the new department

Andhra University : An M.Sc. course in Nuclear Chemistry has been introduced at the university colleges.

An M.D. course in Paediatrics, and diploma courses in Dermitology, General Medicine and General Surgery have been started at the Andhra Medical College, Visakhapatnam.

A three-year B.E. degree course has been started in the university colleges and the College of Engineering, Kakinada, for graduates in Science.

M. E. courses in Civil, Mechanical and Electrical Engineering have been started in the university colleges.

An M.A. course in Public Administration has been started in the university colleges.

Annamalai University : A separate Faculty of Agriculture has been instituted.

New Departments of Psychology and Marine Biology have been set up.

The following new courses have been introduced :

A post-graduate course in Chemical Engineering; M.A. (French); B.A. (with Psychology); B.O.L. degree course in Sanskrit; diploma and certificate courses in Sanskrit and Bengali; a certificate course in Audio Visual Education; and a course in Spoken English.

The one-year M. Sc. (Civil, Mechanical and Electrical Engineering) course has been converted into a two-year course.

Banaras University has instituted M. D. courses in Pathology, Social and Preventive Medicine, and Ayurveda; and diploma courses in Anaesthesiology, Laryngology and Otology, Opthalmic Medicine and Surgery, and Clinical Pathology.

M.Sc. courses in Agricultural Botany, Agricultural Chemistry and Horticulture have been started at the College of Agriculture.

The university proposes to institute from the next academic session M. Sc. courses in Civil Engineering (Hydraulics, Social Mechanics and Structures); Mechanical Engineering (Machine Design);

Electrical Engineering (Power System and Applied Electronics); Chemical Engineering and Technology; and Mining Engineering (Coal Mining and Metalliferrous Mining).

The university hopes to introduce its new three-year degree course in Law from the next acadmic session.

Bihar University has opened post-graduate classes in Hindi, English, Maithili, Economics, Political Science and Commerce in the C. M. College, Darbhanga, and in Urdu at the L.S. College, Muzaffarpur.

Delhi University has set up the Department of Linguistics during the current academic year. The following courses of study have been recently instituted :

Faculty of Arts & Social Sciences : Diplomas in Modern Persian and Linguistics, and M. A. & B.A. (Hons.) in Bengali.

Faculty of Science : D. Sc. and M. A /M. Sc. in Operational Research.

Faculty of Medical Sciences : Diplomas in Otolaryngology; Obstetrics and Gynaecology; Medical Radio Diagonosis (D. M. R. D.); Medical Therapy (D. M. R. T.); Radiation Medicine; and Opthalmology.

Faculty of Music & Fine Arts : M. A. in Hindustani Music.

Faculty of Law : D.C.L.

The university proposes to establish a Department of Geology; a Faculty of Physics and Mathematics; a Department of Chinese Studies; and a diploma course in Journalism from the academic year 1964-65.

Gauhati University has established the Department of Zoology with effect from the current academic session.

Jabalpur University introduced the following new courses from the current academic year : M. E. in Civil Engineering with specialisation in Soil Mechanics and Foundation Engineering; Mechanical Engineering with specialisation in Internal Combustion Engineering; Electrical Engineering with specialisation in High Voltage Engineering; Telecommunication Engineering with specialisation in Microwave Technology; Telecommunication Engineering with specialisation in V. F. and Carrier Telephone Engineering; Electrical Engineering with specialisation in Control System; and Civil Engineering with specialisation in Public Health and Municipal Engineering.

B. E. Sc. (three-year course after B. Sc.).

M. Sc. in Nutrition and Dietetics.

M. V. Sc. in Animal Breeding and Genetics, Obstetrics, Physiology, Biochemistry, and Parasitology.

M. A. in Marathi.

The university is contemplating to start its post-graduate and research department in Physics from the next session.

Karnatak University is going to introduce post-graduate courses in Physiology, Medicine, Obstetrics and Gynaecology, and Thoracic Surgery from the academic year 1964-65.

Kurukshetra University : The Department of Education has been started from the current academic session and an M. Ed. course has been instituted. The number of students admitted to the M. Ed. class is 14, including four girls.

Undergraduate courses in Botany, Zoology and Geography have been introduced.

An optional paper on Translation from English into Hindi has been introduced for M.A. (English) and M.A. (Hindi) students from 1964.

Magadh University : Post-graduate Departments of Political Science, Ancient & Asian Studies, and Sanskrit & Prakrit started functioning with effect from the session 1963-64.

Military Science has been included in the curriculum of the university as an opitional subject at the undergraduate stage.

Marathwada University has decided to establish two new departments, one of Physics and the other of English.

Osmania University has introduced a three-year degree course in Civil, Mechanical, Electrical and Telecommunication Engineering for those who have passed the B. Sc. examination, and a 4½-year degree course in Engineering for diploma-holders. M. Sc. (Tech.) in Applied Geology and M. E. in Control Engineering have also been recently introduced.

The university has instituted Ph. D. in Public Administration, M.A in Linguistics and Psychology; M Sc. in Nutrition; a three-year diploma course in Business Management; and a two-year diploma course in Music.

The university has prescribed a course in Research Methodology as a pre-condition for registration for Ph. D.

Panjab University has instituted an advanced diploma course in German; a diploma course in Nutrition; and a certificate course in Gandhian Philosophy.

The university has premitted the medical College, Amritsar, to start the following new diploma courses from January 1964 : Child Health; Dermatology; Gynaecology and Obstetrics; and Laryngology and Otology.

Punjabi University started post-graduate Departments of Chemistry, Physics, Economics, English, Mathematics and Punjabi, and the Departments of Tibetan Languages (certificate course), Chinese Languages (certificate course), Physical Education, Punjab Historical Studies, and Translation from the academic session 1963-64. The Departments of Economics, English, Mathematics and Punjabi were taken over from the Mahendra College, Patiala.

S. V. Vidyapeeth has opened the Department of Education and the Department of Philosophy-Psychology & Socialogy.

Sri Venketeswara : In the S. V. University College, Tirupati, a two-year course in M.Sc. (Home Science) started from November 1963.

The duration of the pre-university (evening) course will be reduced from two years to one year with effect from the next academic year.

Udaipur University : A new course in Soil Science has been started for M.Sc. (Ag.) students at the Rajasthan College of Agriculture, Udaipur, from the acaemic session 1963-64.

The following new courses are proposed to be started in the university from the academic session

(Contd. on next page)

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1964-65 : B.Sc. in Dairy Science and Poultry Science; M.Sc. in Plant Pathology, Animal Husbandry, Entomology and Sheep Husbandry.

Varanaseya Sanskrit Vishwavidyalya has introduced two-year diploma courses in the Tibetan, Chinese, German, Russian and French languages.

The university has started proficiency courses (evening) in Sanskrit and Tibetan.

With a view to promoting the study of ancient Indian science, art and culture, and encouraging research in them, the university proposes to start the Departments of Yoga, Tantra, Varta (Indian Economics), Rajashtra (Polity), Ancient Indian and Modern Jurisprudence, Shilpshastra (Architecture), and Indian Astronomy and Indian Vayu Vijnana.

Visva Bharati plans to start degree courses in Dance, Music and Fine Arts. At present two-year certificate and four-year diploma courses are available in these subjects.

Indian Agricultural Research Institute : Two new teaching divisions, one in Soil Physics and the other in Soil Microbiology, providing M.Sc. and Ph. D. degrees, have been established.

ADMISSIONS

Delhi University: From the academic year 1964, admission to the B.A. course will be open to only those candidates who secure at least 40% marks in the higher secondary or an equivalent examination. For admission to the B.A. (Hons.) course, the minimum marks required are 45% in the aggregate or 40% in the aggregate and 50% in the subject for the Honours course.

The Directorate of Correspondence Courses has extended its facilities to persons employed in Indian diplomatic missions abroad. Their examination will, however, take place at centres in India.

The condition of employment has been waived in the case of women students seeking admission to the university's evening colleges from the next academic year.

Medical Education

4½-Year M.B.B.S. Course Approved

The Inter-University Board of India, at its 39th annual meeting held at Varanasi towards the end of December 1963, accepted the proposal of the Union Ministry of Health that the duration of the M.B.B.S. course in all medical colleges be uniformally 4½ years followed by compulsory housemanship for one year which should involve training for three months in Medicine, three months in Surgery, three months in Obstetrics and Gynaecology, and three months in Preventive Medicine. Most of the universities have already adopted the 4½-year course.

It was also decided that where the hospitals attached to the medical college concerned were not large enough, some non-teaching hospitals might be recognised for the purpose of training housemen.

It was agreed that in medical courses 25 per cent marks might be allotted for internal assesment, that there should be an exchange of teachers and research workers between various medical colleges, and that in order to promote national integration medical colleges, should reserve a certain percentage of seats for students of other States.

The Board also accepted the proposal of the Ministry of Health that the results of P.U.C., higher secondary and Intermediate Science examinations, the passing of which is neccssary for admission to medical and engineering courses, be published by the first week of June to ensure completion of admissions to all medical colleges by the first week of July.

Panjab University has restricted admissions to post-graduate engineering courses to candidates who have passed the B. E. examination or its equivalent with at least 60 per cent marks in the aggregate.

The university has decided that a person who has been registered for the Ph.D. degree with another university shall be allowed to supplicate for the Ph.D. degree of this university if the supervisor of the condidate previously working in that university has joined Punjab University.

Central Institute of Pharmacy Proposed

The Union Ministry of Health proposes to establish a Central Institute of Pharmacy for providing training in higher ranges of Pharmacy, especially in fields which should be useful to the drug industry. A special committee appointed by the Ministry to examine the proposal has fully supported the idea and has emphasised the role of such an institute in training teachers for educational institutions. The committee has *inter alia* recommended that provision should be made for additional 8,000 seats for diploma courses and 1,350 seats for degree courses in Pharmacy in the country.

New Medical Colleges

To ensure a minimum standard of medical education in the country, the Government of India has laid down a uniform procedure for starting new medical colleges in all the States. It has been decided that no new medical colleges, even those approved under the Third Plan, should be started by any State Government during the remaining period of the Plan without the prior consent of the Union Health Ministry. Central assistance will be given only for colleges started with the approval of the Ministry.

Medical Centre at Baroda

WHO and the Gujarat State have started an experiment to develop a strong medical centre at the Medical College, Baroda. The main object is to raise the standard of post-graduate teaching and research. Under this scheme there will be visits to Edinburgh by members of the college, and there may also be student-exchange programmes. At present a team of six visiting professors from Edinburgh is working at the college.

A competitive examination commencing from October 6, 1964 will be held by UPSC for recruitment to IAS, IFS, IPS and various other central services. Last date for receipt of applications is April 27, 1964.

Chemistry in Indian Universities

The fourth report in the series from the review committees appointed by UGC some years ago came out recently under the title *Chemistry in Indian Universities*. The three reports published earlier dealt with Mathematics, Botany and Biochemistry.

The Review Committee on Chemistry was appointed in May 1960 under the chairmanship of Dr. T.R. Seshadri, Head of the Department of Chemistry, Delhi University, with Dr. B.D. Laroia, the then Development Officer, UGC, as its member-secretary. After the retirement of Dr. Laroia from the services of UGC, Dr. D.S. Narayan, Education Officer, acted as the member-secretary.

In the words of Dr. D.S. Kothari, the report emphasises, above everything else, the need for improvement of the courses of study and re-orientation in the methods of research in our universities so as to bring it in line with the trends elsewhere in other countries. The report contains several useful suggestions with regard to the model syllabi, indicating the extent of training to be provided at various levels of university education, introduction of newer disciplines of study, assessment of students' performance, examination pattern and training for research degrees.

Vast Area of Study

Like some other major sciences, Chemistry is in a state of highly advanced development and now covers a vast area of study, which not only necessitates specialisation but also concentrated attention on the essentials for understanding the principles of Chemistry which are capable of being put to large areas.

After giving a brief, but interesting historical sketch of the development of Chemistry in India, the report details the existing facilities available in the country for teaching and research in Chemistry and further probes into the future lines of development. The critical survey of the existing facilities, however, reveals unsatisfactory conditions prevailing both at the undergraduate and post-graduate levels. The weakness lies more prominently in small institutions located far away from university centres of training. In affiliated colleges, generally speaking, departments of Chemistry are poorly equipped and unsatisfactorily staffed, particularly for teaching at the post-graduate level. The committee, therefore, feels that post-graduate teaching in Chemistry should be confined to university departments only, leaving the colleges to take care of undergruduate teaching. The committee strongly recommends the establishment of a few advanced centres for research in Chemistry in those universities where the subject is already well developed.

Model Syllabi

In a separate chapter entitled "Syllabi and Examination System", the committee has laid down model syllabi for the M Sc. and B.Sc. courses.

Among the other recommendations of the committee are : (i) the ratio between senior and junior teachers should be brought up roughly to 1 : 1 ; (ii) the teaching load of post-graduate teachers should not be more than 14 hours a week ; (iii) Radiochemistry should be introduced as a part of the M.Sc. (Final) course ; (iv) 40% of the total marks in the examination should be assigned to sessional tests.

The report contains two very interesting appendices which give detailed information regarding the centres of training and the strength of enrolment at each.

Facts and Figures

According to the information received by the committee, there were 3,500 students studying Chemistry at the M.Sc. level in 1962-63 at 40 different universities. Of these 1,885 were in university departments and 1,615 in affiliated colleges. The highest enrolment was at Agra University (481) distributed between 14 colleges affiliated to it. Jammu & Kashmir University, on the other hand, had the minimum number of M.Sc. students (16).

Similarly, for Ph.D. the total enrolment was 568, of which 481 students were registered with university departments and 87 with affiliated colleges. Lucknow University had the maximum number of candidates for Ph.D. (78). To the report is appended a list of 448 theses accepted during 1955-60 at 23 universities, which shows that during this period Bombay University accepted the highest number of thesis (69), followed by Allahabad (63), Madras (45), Lucknow and Poona (31 each), and Delhi (28).

Form IV

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I, B.D. Laroia, hereby declare that the particulars given above are true to the best of my knowledge and belief.

(Sd.) B.D. Laroia

March 14, 1964. Signature of Publisher

Govt. Scheme for Hindi Publications

The Union Ministry of Education has revised and finalised the scheme of preparation, translation and publication of books in Hindi in collaboration with publishers. Under the new scheme, publishers may propose books for translation or original writings on science, technology, humanities, general knowledge, classics and children's literature for publication.

The objectives of the scheme are dissemination of scientific and technical knowledge, popularisation of scientific and technical terminology evolved by the Ministry of Education, and enrichment of Hindi by promotion and production of literature in different branches of technical knowledge.

Publishers will be requested to print an edition of at least 3,000 copies of such books as are approved under the scheme, the Government purchasing not more than one-third of the copies so printed at a price to be determined by the Chief Controller of Printing and Stationery.

Handbook of Indian Universities

A new edition of the *Handbook of Indian Universities*, which is periodically published by the Inter-University Board of India, is now at the printing stage. The handbook will run into over a thousand double-column pages, and is expected to be ready in a couple of months' time. The likely price of the publication containing a fairly comprehensive account of the 55 Indian universities, five Indian Institutes of Technology and the various institutions "deemed to be universities", is Rs. 25 per copy. Those interested may place their order with the Secretary, Inter-University Board of India, Rouse Avenue, New Delhi.

Booklet on Foreign Students

Karnatak University has brought out a booklet giving information about the 43 foreign students enrolled with the university. The country-wise list of the students indicates the field of study, local address and permanent home address in respect of each foreign student. The booklet could well serve as a model to other universities in the compilation of similar information.

PUBLICATIONS

Science in Parliament

The Indian Parliamentary and Scientific Committee, an informal organisation which was formed some two years ago to provide a liaison between Parliament and scientific activities in educational institutions in the country, has started an attractive quarterly journal under the title *Science in Parliament*. The first issue came out in 1963 autumn and the second one in winter last year. The Prime Minister in his message hopes "that this (journal) will help not only in giving information about the various aspects of science and modern life but also in creating a scientific temper of mind".

The Inter-University Board is arranging supply of complimentary copies of the first issue of this journal to all institutions teaching science in the country. Any institution not receiving a complimentary copy may write to the Secretary, Inter-University Board of India and ask for the same.

Science Reporter

The inaugural issue of *Science Reporter*, a monthly magazine started by CSIR, came out in January 1964. Highlights of the 48-page publication were popular articles on "Inputs in Indian Science"; "How Quiet is the Sun"?; "New Technique for Mapping Cholera"; "Long Span Space Structures"; and "The Versatile Polymers". Other features included "Science and Humanities" by Shri M. C. Chagla. The new magazine aims at disseminating scientific knowledge in a not-too-technical form.

Indological Studies Digest

Kurukshetra University has undertaken the publication of a digest of indological studies entitled *Pract-Jyoti*. It is a half-yearly publication and its annual subscription is Rs. 30. The first issue came out in January thi year to synchronise with the 26th Internanal Congress of Orientalists held in New Delhi.

Arrangements are also under way for the publication of old and rare Sanskrit books, and a descriptive catalogue of old and rare manuscripts.

Unesco Publication on World History

A new world history in which comments of member States of Unesco were taken into account reached the publication stage during 1963. The first volume of the projected six-volume work, *Prehistory and the Beginning of Civilization* by Jaquetta Hawkes and the late Sir Leonard, Woolley, appeared simultaneously in the United Kingdom and the United States. The history is the work of an independent international commission of scholars, established by Unesco in 1950.

Hindi Grammar in German

The South Asia Institute of Heidelberg University has brought out an introduction to the Hindi grammar in German. Produced by Prof. Aryendra Sharma and Mr. Hans J. Vermeer, the book opens a direct bridge between Hindi and German, obviating the need to employ a third linguistic medium.

Science Departments' Report

Rajasthan University has published a report of its teaching departments under the Faculty of Science for the period 1962-63. Besides special features of syllabi and teaching, it gives a comprehensive account of the research activities of each department. A staff list and some enrolment and examination statistics are also included.

S. V. Vidyapeeth to Publish Books in Hindi

Since the medium of instruction and examination at S. V. Vidyapeeth is Hindi, with option to use English or Gujarati, the university has undertaken the publication of books on various subjects in the Hindi language. So far it has published seven books in Hindi on the subjects of Chemistry, Physics, Commerce and Sociology.

A.I.F.E.A. Journal

Indian Education, the monthly journal of the All-India Federation of Educational Associations appeared again in December 1963 after a lapse of several months during which its publication was suspended owing to financial difficulties. Edited by Mr. E. W. Franklin, the journal has been revived by a grant from the Asia Foundation.

Sports & N.C.C.

Rail Concession Revived

Following repeated requests of the Inter-University Board, the Railway Board has revived the rail concession for sports teams and athletes travelling to participate in the tournaments conducted by IUB. The concession can be had on the production of the requisite certificate signed by the Secretary, IUB. The Railway Board had earlier revived several rail concessions which had been suspended when the national emergency was declarded.

Inter-University Sports Board Meeting

The 24th annual meeting of the Inter-University Sports Board of India will be held on April 24 and 25, 1964 at the Panjab University campus, Chandigarh. Dr. A. C. Joshi, Vice-Chancellor, Panjab University and President of IUSB for the year 1964-65, will preside over the meeting.

All-India Sports Congress

The second All-India Sports Congress will be held at Vigyan Bhavan, New Delhi, from April 2 to 4 under the chairmanship of H.H. the Maharaja of Patiala, President, All-India Council of Sports.



Members of the hockey teams of Panjab and Poona Universities who played the finals of the Inter-University Hockey Tonrnament at Jammu on January 19, with Shri T.M. Advani, Vice-Chancellor, Jammu & Kashmir University. The tournament was won by the Panjab team.

INTER–UNIVERSITY TOURNAMENTS

Results of 15 Inter-University Tournaments were published in the November-December issue of *University News*. The following are results of the remaining tournaments which have since been played :

Tournament	*Winner*	*Runner-up*
Hockey (Men)	Panjab	Poona
Hockey (Women)	Punjabi	Gujarat
Boxing	Bombay and Poona shared	Panjab
Cricket	Bombay	Madras
Kho-Kho (Men)	Poona	Nagpur
Kho-Kho (Women)	Vikram	Baroda
Tennis (Men)	Allahabad	Poona
Athletics (Men)	Panjab	Vikram
Athletics (Women)	Vikram	Delhi

Progress of N.C.C. Scheme Reviewed

Major-General Virendra Singh, Director-General, NCC, reviewing the progress of the NCC scheme at the Varanasi meeting of the Inter-University Board, said that the present strength of the Senior NCC Division was 9.5 lakhs; 326 NCC rifle battalions had been raised and reorganised; 4,000 college and university teachers had undertaken pre-commission training; the Directorate had employed 500 NCC Officers on full-time basis and 1,400 cadets as full-time Instructors and an equal number as part-time Instructors; 50,000 rifles purchased from Britain had been distributed for use in the training; and UGC had sanctioned money for 1,000 short ranges.

He said the main emphasis in the NCC training was on the educational aspect where special stress was laid on character building, discipline and leadership. The training in technical institutions would in future have a technical bias.

Board's Resolution

The Board adopted the following resolution at the meeting :

(a) NCC training to post-graduate students be imparted on a voluntary basis.

(b) Earners and learners be excluded from this programme.

(c) Senior Division NCC Infantry Units be merged with the NCC Rifles.

(d) Seven days' camp be introduced for NCC Rifles.

(e) NCC training for girl students be voluntary.

(f) NCC training be included in the college programme.

(g) Additional training facilities be provided to those students who have not put in the required attendance on NCC parades.

'Varsity Employment Bureaux Seminar

The first all-India seminar on university employment, information and guidance bureaux, held at Varanasi from January 13 to 15, under the chairmanship of Dr. V.K.R.V. Rao, Member, Planning Commission, recommended the setting up of a five-man committee to streamline the entire procedure laid down for the bureaux and, *inter alia*, to look into the proposal of transferring their administrative control to Vice-Chancellors. At present such bureaux are functioning at 16 Indian universities, the first having been set up at Delhi University in 1958.

The seminar suggested that all research studies should be undertaken jointly by the different bureaux. Other recommendations related to appointment of separate vocational guidance officers for affiliated colleges and liaison officers for constituent colleges, undertaking of surveys on part-time employment opportunities for stundents in the private sector, and preparation of career literature.

Unemployed Graduates

Dr. V. K. R. V. Rao suggested that a new directorate for graduate employment should be created. He disclosed that there were 150,000 unemployed graduates in the country and between 30,000 and 40,000 graduates were added to this number annually.

Dr. Rao said a large number of university graduates did not have the necessary facilities, financial or otherwise, for improving their academic qualifications. For such persons he suggested the award of scholarships on a mass scale.

Student Personnel Services

The U.S. Educational Foundation in India has arranged a series of five seminars at the Universities of Gujarat, Kerala, Patna, Rajasthan and Utkal to acquaint Indian educators with the concept of student personnel services. Five American specialists in the fields of psychology and student services, who are at present serving in lecturing and research capacities at various Indian institutions, have been associated with these seminars. The experts are: Dr. Graham B. Bell, Osmania University; Dr. Joseph D. Dameron, Kerala University; Dr. James B. Klee, Allahabad University; Dr. Thomas C. Schreck, Baroda University; and Dr. Givens L. Thornton, Central Bureau of Educational and Vocational Guidance, Delhi.

The American concept of student personnel services includes attention to the student's well-rounded development—physical, social, and emotional, as well as intellectual.

Orientalists' Congress

Six hundred and twenty-four Indian delegates and 406 delegates from 46 foreign countries attended the 26th International Congress of Orientalists held in New Delhi from January 4 to 10. More than 800 papers were read at the congress, which was divided into 10 sections. The maximum number of papers related to indology.

Inaugurating the congress, the President of India, Dr. S. Radhakrishan, called upon the orientalists to contribute effectively to the recovery of the basic unity of mankind and reconciliation of different cultures of the world.

Earlier, in his presidential speech, Prof. Kabir illustrated how throughout history collaboration between scholars from different countries had led to remarkable advances in human knowledge. He said the time had come when, as in the field of natural sciences, contributions of the eastern and western Scholars in the fields of philosophy, literature, language and history must form a common pool of human education and knowledge.

P.M.'S Address

The Prime Minster, Shri Nehru, addressing the delegates, said that the basic problem before the orientalists was to bring about a synthesis between the old and the new. India among the ancient countries, he said, offered a peculiar ground to them for the study of how the ideas of the past had continued until today and influenced the people, because this country had a continuous tradition whereas in other countries there had been a break between the past and the present.

The next triennial Congress of Orientalists will be held in the U.S.A.

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STRUCTURAL WORKS

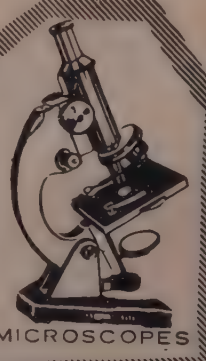
GAS METERS & BOOSTERS

MANSFIELD

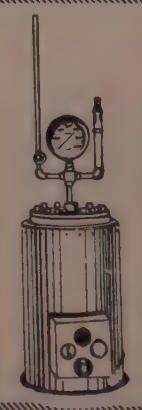
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Prime Minister Nehru has been re-elected Chancellor of Visva Bharati for the next three years.

Dr. K. L. Shrimali, former Union Education Minister, took over the Vice-Chancellorship of Mysore University from March 16, 1964.

Shri T. C. Shrivastava, a member of the Executive Council of Jabalpur University, has been nominated to perform the functions of the Vice-Chancellor of the university w.e.f. March 5, 1964, following the resignation of Shri V. R. Sen.

Shri P. P. Deo has been elected Vice-Chancellor of Nagpur University w.e.f. January 5, 1964 in place of Col. Justice S. P. Kotval.

Shri Shridhar Vasudev Sohoni, I.C.S., took over charge of the office of the Vice-Chancellor of K. S. Darbhanga Sanskrit University on February 7, 1964 from Dr. Umesh Mishra.

Dr. N. K. Anant Rao has been appointed Acting Vice-Chancellor of U.P. Agricultural University, Shri K. A. P. Stevenson having relinquished office.

PERSONAL

Dr. Ramdhari Sinha 'Dinkar' assumed charge of the office of the Vice-Chancellor of Bhagalpur University from January 10, 1964 *vice* Dr. B.R. Mishra resigned.

Shri Sudhindra Kumar has been appointed the first Registrar of Jodhpur University w.e f. February 9, 1964.

Shri V. N. Kak assumed charge as the Registrar of Roorkee University from January 1, 1964.

Shri H. C. Bhattacharya has assumed charge as the Registrar of Visva Bharati w.e.f. December 15, 1963.

Dr. Kamalesh Ray, Assistant Director, National Register Unit, CSIR, has been appointed Deputy Director in charge of the unit w.e.f. November 22, 1963.

Dr. Husain Ali Bheemji Parpia has been appointed Director, Central Food Technological Research Institute, Mysore w.e f. November 4, 1963.

Prof. P. Maheshwari, Head of the Botany Department, Delhi University, has been elected President of the National Academy of Science, India, for 1964.

Dr. N. R. Dhar, Director, Sheila Dhar Institute of Soil Science, Allahabad University; and **Prof. S. Ghosh**, Head of the Chemistry Department, Jabalpur University, have been elected Vice-Presidents of the National Academy of Science.

Dr. J. Swarbrick, Director, Unesco South Asia Science Co-operation, is shortly leaving India to take up his new assignment at the Unesco headquarters in Paris.

Shri Ashoke Kumar Mustafy, Officer on Special Duty, CSIR Secretariat, has taken over as Secretary, CSIR, w.e.f. February 19, 1964 *vice* Shri A.J. Kidwai who has proceeded to the U.K. as Educational and Scientific Adviser to the Indian High Commission there.

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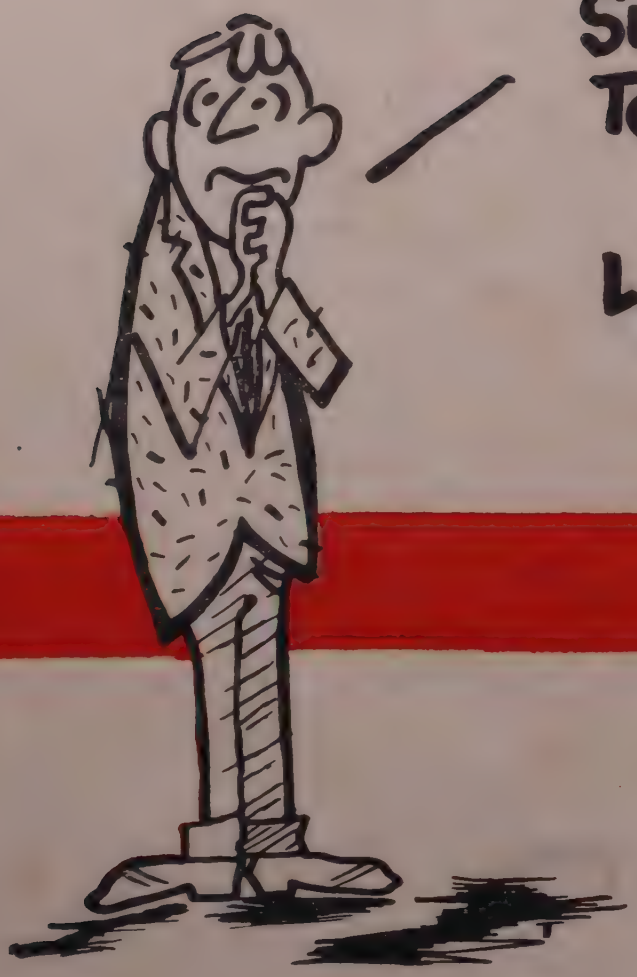
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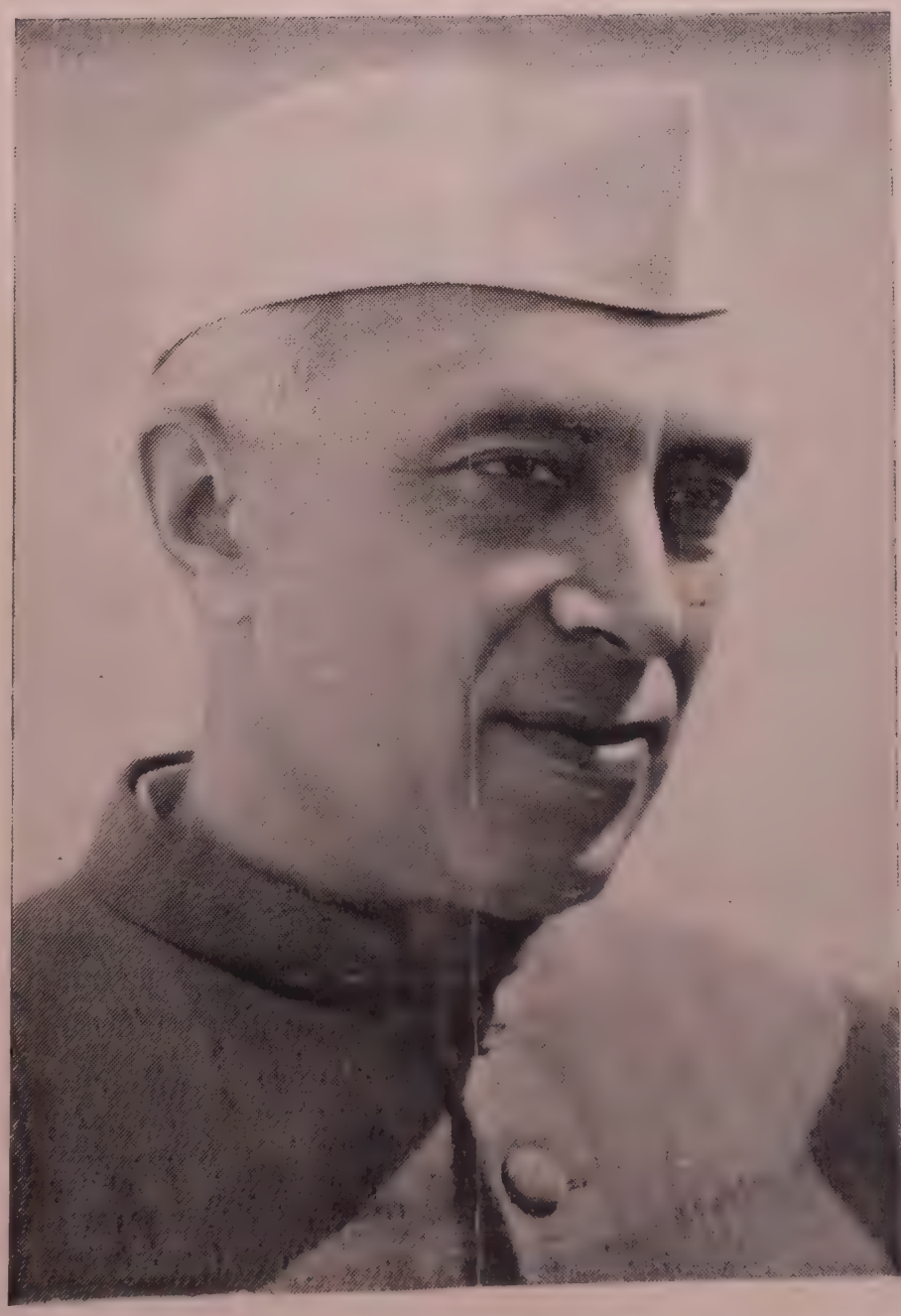
UNIVERSITY NEWS

Vol. 2 April-May 1964 No. 2

We talk about Five Year Plans and development schemes. I am quite convinced in my mind that the first plan is universal education. Everything else, whether it is industry or agriculture . . . will grow adequately if there is the background of mass education and then, of course, specialised education, higher up.— The late Shri Jawaharlal Nehru.

End of an Epoch

THE ARCHITECT OF MODERN INDIA PASSES AWAY



"In bravery he cannot be surpassed. Who can excel him in the love of country ? He is rash and impetuous, say some. This quality is an additional qualification at the present moment. And if he has the dash and the rashness of a warrior, he also has the prudence of a statesman. He is undoubtedly an extremist thinking far ahead of his surroundings. But he is humble enough and practical enough not to force the pace to the breaking point. He is pure as crystal, he is truthful beyond suspicion. He is a knight *san peur et sans reproche.*"

—Mahatma Gandhi (1929)

"As a fighter for freedom, he was illustrious; as a maker of modern India, his services were unparalleled. His life and work have had a profound influence on our mental make-up, social structure and intellectual development."

—Dr. S. Radhakrishnan in his broadcast to the nation.

"He moulded India's thoughts and aspirations and symbolised the heart of the country, the heart of the millions of Indians. In his person, he embodied their ideals, their yearnings and struggles. He gave them faith and strength and lighted up new paths."

—Shri G.L. Nanda in the Lok Sabha

"The ship of State has lost its captain, but the ship must sail, however turbulent the seas. Whoever is the new captain, he can steer the ship by the light that Nehru's name and memory will always shed and his spirit will always be there to guide the country he loved so greatly, to protect the people who gave him a devotion and dedication which few leaders have received in any period of history or in any part of the world."

— Shri M.C. Chagla in the Rajya Sabha

Greater Central Participation in Educational Development Envisaged

The State Education Ministers who met in New Delhi in the last week of April under the chairmanship of Shri M. C. Chagla, Union Education Minister, generally agreed that the Centre should assume greater responsibility to improve the quality of education.

In this context, it was emphasised that more and more Centrally-sponsored projects should be taken up and that the Centre should earmark block grants for these projects.

It was also urged that in accordance with the recommendations of the Kher Committee, the Central Government should spend 10 per cent of its revenue and the States not less than 20 per cent. At present the Central Government spends about 4 per cent and a few States 20 per cent.

This was perhaps the first time that the State Education Ministers' Conference adopted no formal resolutions, but stressed that immediate steps should be taken to realise the objectives on which there was broad agreement.

Higher Education

The Conference agreed that all efforts should be made to improve and expand higher education, especially at the post-graduate and research levels and in the scientific and technical fields. It also welcomed the idea of starting schools of post-graduate studies which, in course of time, could be developed into new universities.

Earlier, in his address to the State Ministers, Shri Chagla expressed himself against the opening of more universities, and instead suggested the strengthening and expansion of existing universities. On this issue, however, the Conference did not record anunanimous view.

Secondary Education

The Ministers agreed that all States should take steps to achieve a broad measure of uniformity in the content of secondary education They also suggested that the entire education at the secondary stage should be completed in the schools and that the pre-university courses started by various universities should be transferred to the schools as soon as possible.

Particular emphasis was also laid on the need for diversification of education and opening of more and more junior techical schools and other vocational institutions. Earlier, speaking on this subject, Shri Chagla revealed that in India only 12 per cent of the students who went to secondary schools took to vocational courses, while in some other countries the percentage of such students was between 60 and 70.

As regards primary education, the consensus was that the target of achieving full enrolment in the age group 6-11 should be attained by the end of the fourth Plan period, with particular emphasis on the enrolment of girls and students from rural areas.

Reallocation of Work in Education Ministry

The final phase of rationalisation in the internal organisation of the Union Ministry of Education was completed on April 9, when the Ministry started functioning mainly through five bureaux dealing separately with school education; higher education; language, literature and fine arts; scholarships; and planning and ancillary services.

Earlier, as part of his reorganisation plan, the new Education Minister had wound up a large number of superfluous committees and advisory bodies and initiated action to abolish the division of his Ministry into the Departments of Education and Science.

Study Group on Place of English in Schools

A five-member study group has been set up under the chairmanship of Prof. V. K. Gokak of the Central Institute of English, Hyderabad, to examine the place of English in the school curriculum in the light of the impending changeover from English to the regional languages at the university level. The group is expected to submit its report within six months.

Students' Information Centre, Delhi

The foundations of what might develop into an important liaison and information agency for foreign students coming to India and Indian students going abroad were laid recently in Delhi by the setting up of a Students' Information Centre by a group of educationists, journalists and some prominent citizens of Delhi.

The centre, a non-profit organisation, will provide facilities and programmes which will not only benefit individual students but will also be conducive to the advancement of international understanding and co-operation. Its information bureau started functioning in December 1963. The work of collecting books to build up a library for the use of Indian and foreign students has begun. The first issue of the centre's bimonthly magazine containing articles and information of interest to both Indian and foreign students has just come out. The centre plans to organise orientation courses and seminars for the benefit of both Indian and foreign students. There is also a scheme to set up a language laboratory for imparting knowledge of spoken Hindi to visiting students.

'Welcome Service'

A particularly interesting feature of the Center's activities will be its "welcome service" for foreign students arriving in India. To start with, the service will be provided in Delhi. A list of about 20 families who could provide temporary hospitality to foreign students has been prepared.

Chairs in Comparative Religion

Eleven universities have been selected by UGC for starting chairs in Comparative Religion (Ethics and Moral Philosophy) with special reference to Indian thought and contribution. The universities are : Allahabad, Annamalai, Bombay, Calcutta, Kurukshetra, Madras, Osmania, Rajasthan, Poona, and Visva-Bharati. The chair in Madras University will be named after Swami Vivekananda.

Grants for Textbook Libraries

A new scheme to assist colleges in setting up textbook libraries has been launched by the University Grants Commission. Under this scheme, UGC will give a grant of Rs. 10,000 to a college providing undergraduate education and Rs. 15,000 to a college conducting post-graduate courses on a cent per cent basis during the current Plan period.

In the first instance, about 500 colleges with enrolments exceeding 500 will be provided assistance; later, the scheme may be extended to other college also.

Library Grants for Teachers

As in the past three years, Marathwada University has again offered this year Rs. 100 to every teacher in the university departments and affiliated colleges, whose salary is below Rs. 500, for the development of his personal library on the condition that he contributes an equal amount on his own.

C.S.I.R. Fellowships and Grants

The number of fellowships offered by CSIR to young scientists in universities, national laboratories and other research institutions increased from 89 in 1958 to 1,745 in 1963.

Scientists retiring from university departments and national laboratories, who wish to pursue research after superannuation, are assisted under a separate scheme. Forty-four retired scientists were provided grants for research in their respective fields in 1963.

Contributory Health Service in Universities

A contributory health service scheme for students and staff in universities and colleges, on the lines of the Central Government scheme for its employees, is likely to be introduced in the near future. The University Grants Commission has appointed an eight-member committee under the chairmanship of Dr. A. L. Mudaliar, Vice-Chancellor, Madras University, to examine the proposal in detail.

The committee is likely to submit its report within six months.

SIX NEW APPOINTMENTS OF V.Cs.

Six new appointments of Vice-Chancellors have been announced in the month of May.

Dr. D.S Reddi has been re-appointed Vice-Chancellor of Osmania University for a further period of five years w.e.f. April 30, 1964. He has been in this post since November 1957.

Dr C.S. Patel, until recently Pro-Vice-Chancellor of the M.S. University of Baroda, has been appointed Vice-Chancellor of the university w.e.f. April 30, 1964 in place of Dr. J.M. Mehta,

Dr. K.C. Naik, Agricultural Adviser to the American Embassy in New Delhi, has been appointed Vice-Chancellor of the new university of Agricultural Sciences being set up in Mysore.

Appointments of the first Vice-Chancellors of the three new universities in Madhya Pradesh to start functioning from the next academic session in July were also announced recently.

Dr. Baburam Saxena, formerly of Allahabad University, will take over as Vice-Chancellor of Ravi Sankar University at Raipur. The Vice-Chancellorship of Indore University goes to Shri H.S. Kamath, who recently retired as Chief Secretary to the Madhya Pradesh Government. Shri S.S. Bhandarkar has been appointed Vice-Chancellor of Jiwaji University at Gwalior.

★

It is not the humanist's ignorance of science or the scientist's ignorance of the humanities which is important, but their common ignorance of the society that they are living in, and of their responsibilities as citizens. It is not the humanist's inability to read a textbook in physics or the physicist's inability to read a textbook in literary criticism, but the inability of both of them to read the morning paper with the kind of insight which is demanded of educated citizens.

—H. NORTHROP FRYE

Assistance to Teachers for Research. Ninety-one teachers in humanities have been selected for awards, varying between Rs. 200 and Rs. 2,000, under the UGC scheme of financial assistance to teachers for research work.

$167,000 Research Grant

The Department of Zoology, Rajasthan University has received a grant of $ 167,000 from the Ford Foundation. The grant will be utilised to provide facilities for research in Reproductive Physiology.

Rockefeller Grants

The Rockefeller Foundation recently annouced that for the year 1964 they had budgeted $ 170,000 for Indian co-operative programmes in medical and natural sciences and $260,000 for agricultural programmes.

Kalinga Prize, 1963

Shri Jagjit Singh, Director of Traffic-Transport, Union Ministry of Railways, is the 12th winner of the International Kalinga Prize of £1,000 for the popularization of science. The prize is awarded by an international jury.

The first Asian to get the Prize, Shri Jagjit Singh devoted himself to the improvement of the understanding of the fundamental theories of cosmogony, Einstein's concepts of relativity and space-time astrophysical theories. He is the author of *Mathematical Ideas, Their Nature and Daily Use* (1959) and *Great Ideas and Theories of Modern Cosmogony Developed in the Past Half Century* (1961).

S. S. Bhatnagar Memorial Award

Shri H. N. Sethna, Director of the Chemical Group at Trombay, and Prof. M.G.K. Menon, Dean of the Faculty of Physics at the Tata Institute of Fundamental Research, are among the recipients of the Shanti Swarup Bhatnagar Memorial Award for Scientific Research.

The awards, of Rs. 10,000 each, were announced last month by the Governing Body of CSIR. Shri Sethna received this recognition for his work in engineering, and Prof. Menon for his work in Physical Sciences.

American Studies Research Centre Inaugurated

The American Studies Research Centre, sponsored by the United States Educational Foundation in India, was formally inaugurated in Hyderabad in the new library buildings of Osmania University at a special convention held from April 1 to 4.

Shri M. C. Chagla, Union Minister for Education, addressing the final session of the inauguration convention on April 4, stressed the need for co-operation and mutual appreciation in the fields of scholarship and culture between India and the United States. He observed that "the greatest similarity today between our two countries is our belief in democratic values", and added that American History should be studied in India because there was a great deal of similarity between the history of the two countries,

Shri Chagla stated that the one great function of the research centre should be "to think of things which are more permanent, more beautiful, more enduring than the passing phases of politics". He added that the similarity of institutions both in India and in the United States, and the bond which these institutions created was something which did not exist in the case of the other countries.

Bowles' Message

Mr. Chester Bowles, United States Ambassador in India, who was to have attended the inauguration function but was away in Washington at the time, in his message to the centre observed that in the long run the outcome of Indo-American relations would depend upon widespread public understanding of each other's history, culture, economics and politics.

Dr. D. S. Reddi, Vice-Chancellor, Osmania University, presided over the convention, and Dr. Olive I. Reddick, Director, USEFI, gave the vote of thanks.

The research centre aims at promoting the study of American subjects in Indian universities and providing research facilities for Indian scholars in these fields. At present 26 Indian universities are offering facilities for the study of American Literature and 28 for the study of American History.

The centre has been temporarily housed in the Osmania University library until the completion of its own buildings, for which Osmania University has made available five acres of land on its campus.

The formal inauguration was followed by the first Indo-American History Congress and an American Literature Conference held from April 5 to 17. Indian teachers of American History and American Literature in Indian universities and colleges, who are presently teaching these subjects or who have studied them in the United States, were invited to attend the convention and the seminars.

Canadian Scholars in Asian Studies

In connection with Unesco's major project on the mutual appreciation of Eastern and Western cultural values, the Canadian National Commission for Unesco plans to publish a bibliographical directory of Canadian scholars concerned with Asian and African studies. The editor of the directory is Prof. W.A.C.H. Dobson of the University of Toronto.

Royal Society Professors for Indian Universities

Prof. Graham Higman, Waynflete Professor of Pure Mathematics at Oxford University; and Col. H. E. Shortt, formerly Professor of Medical Protozoology at London University, are the two visiting professors appointed by the Royal Society and Leverhulme Trust for the year 1964-65 under its scheme to send two British professors each year to India. Prof. Higman, who was Inspector-General of Civil Hospitals and Prisons in Assam from 1941 to 1944, will be the visiting professor at Panjab University from October this year until March 1965 ; Col. Shortt will be at Banaras Hindu University for the same period.

Osmania Confers LL.D. on Iraqi President

The honorary degree of Doctor of Laws was conferred on Field Marshal Abdul Salam Arif, President of the Republic of Iraq, by the Chancellor of Osmania University, General S. M. Shrinagesh, at a special convocation held on March 19.



Four university registrars who are on a two-month study tour of the U.S.A. *From l. to r.*—Shri Harbans Singh, Punjabi University ; Shri P.C.V. Mallik, Jadavpur University ; Shri T.D. Meenakshisundaram, Annamalai University ; and, Shri K.C. Parikh, Gujarat University.

Seminar on Teaching of Chemistry

A seminar on the teaching of Chemistry was held at Delhi University from May 4 to 6. Organised by the teachers of the university department of Chemistry and some local colleges, the seminar was inaugurated by Dr. T. R. Seshadri, head of the department.

Among the invitees who participated in the seminar were Dr. Orval Ulry of USAID; Dr. B. D. Laroia of the Inter-University Board ; Dr. V. Ramakrishna of IIT, Delhi ; and Dr. M. S. Bains of Panjab University.

The major issues discussed were : Audio-visual aids and Chemistry teaching ; Chemistry syllabus for B.Sc. students ; and new approaches to the teaching of Chemistry.

Discussions on Chemistry syllabus revealed general agreement on the following points :

(a) The introductory course in Chemistry should be based on broad fundamentals and the teaching of Chemistry in separate branches should come at the end of the first year or even later.

(b) The factual content of present topics should be reduced and more topics of everyday interest should be added to the syllabus.

(c) The accuracy of concepts should not be lost sight of at the introductory stage. It was felt that attempts at simplified presentations of concepts often introduced inaccurate statements.

(d) Older and out-of-date texts on Chemistry should be periodically weeded out from libraries.

Radiation Chemistry

A symposium on "Recent Developments in Nuclear and Radiation Chemistry" was organised by the Department of Atomic Energy in Bombay from March 16 to 19. About 130 scientists participated in the seminar and 75 papers were presented on Fission and Radiation Chemistry, Radiation Effects in Solids, Radioactivation and Radiochemical Analysis, Radioisotopes, and the Chemistry of Actinide and Lanthanide Elements. The report of the symposium is expected to be published shortly.

16 Summer Institutes for Science Teachers

Dr. D.S. Kothari, Chairman, UGC, inaugurated on Feburary 10 the five-day orientation seminer for the academic staff of the proposed 16 summer institutes to be held in June-July this year. Twenty-five university teachers and other experts who participated in the seminar, discussed detailed academic and administrative programmes for the summer institutes, which are being organised by UGC in co-operation with the Ohio State University Contract Team of USAID.

The 16 institutes will be held in Biology, Physics, Chemistry and Mathematics—four in each subject. The universities where these institutes will be organised are—Biology: Aligarh, Banaras, Annamalai and Kerala Universities; Chemistry: Jadavpur, Osmania, Panjab and S.V. Vidyapeeth; Mathematics: Delhi, Gujarat, Madras and Patna; and Physics: Bombay, North Bengal, Saugar and Sri Venkateswara.

Sixteen American scientists will be associated with the institutes as members of their academic staff, and each institute will enroll 50 college teachers.

Summer Schools

Similarly, 16 summer schools, four in each region, are being organised for secondary school teachers in science subjects, and 32 American specialists working in pairs—a university professor and a high school teacher—will be associated with these summer schools.

Seminar on Vedas

A Sanskrit seminar on the Vedas was held at Sri Venkateswara University from February 8 to 10. Maharshi Daivarata Sarma of Gokarn, Dr. C.S. Venkateswaran, Agnihotram Ramanuja Tatacharya, Dr. B R. Sharma, and Pandita Raja D.T. Tatacharya presided over the sessions of the seminar. In all 23 papers were presented by various scholars. An exhibition consisting of charts, maps, manuscripts and books relating to the Vedic literature was also held on the occasion.

Solid State Physics

Inaugurating the symposium on Solid State Physics at the National Physcial Laboratory, New Delhi, on April 8 Shri M.C. Chagla, Union Minister of Education said although applied science had an immediate importance in the context of the economic problems facing the country, there could be no applied science without pure science. He pointed out that out of 60,000 solid state physicsts in the world, England alone had 6,000 of them at the Ph.D. level. The high proportion of scientists working in the field testified to the importance of the subject.

The symposium, lectures and training course, which lasted till April 18, were attended by about 250 scientists from all over the country.

Prof. D.S. Kothari, Chairman, UGC, deliverd the first lecture on "Some Basic Concepts in Physics".

Seminar on Theoretical Physics

The Tata Institute of Fundamental Research will hold its fourth summer school in Theoretical Physics in Bangalore from June 1 to 20, 1964. Lectures will be given by Prof. F.E. Low, on "Recent Trends Field Theory", and by Prof. D. Amati on "Topics of High Energy Physics". The scope of the summer school will be confined to recent developments in the areas of Theoretical Physics concerned with the character of elementary particles and their interactions.

Nuclear Spectroscopy

With a view to bringing together the large number of young physists engaged in researches in the field of Low Energy Physics, the Tata Institute of Fundamental Sciences is organising a summer schools in Nuclear Spectroscopy in Bangalore from May 21 to June 11. Prof. B.R. Mottelson will give a series of lectures on "Nuclear Coupling Schemes and Collective Motion", while Prof. I. Talmi will speak on "Shell Model Calculations of Nuclear Energies" and Prof. C.A. Levinson on "Hartree-Fock Methods in Newclear Structure Theory".

Campus News

Tagore Centenary Theatre

Of all the new buildings being constructed at the Osmania University campus under current development plans, the Tagore Centenary Theatre will be a most striking departure from traditional architecture. Located on a slight promontory across the Landscape Gardens, opposite the new library building, the will seat 1,200 persons in a stair-step arrangement.

Though it is designed primarily for plays, a projection room will make it equally suitable for film screenings. A large foyer downstairs will provide a showplace for exhibitions.



An artist's impression of how the Tagore Centenary Theatre at Osmania University would look like when completed.

New Delhi University

Legislation for the setting up of a second university in Delhi is expected to be introduced in the next session of Parliament. Replying to questions in the Lok Sabha on April 8, Shri M. C. Chagla, Union Education Minister said the Government was convinced of the need to have another university in the Capital in the interest of administrative efficiency.

Dismissing the argument put forward by a Member that Delhi University with 28,000 students on its rolls was in no worse position compared to Calcutta University with 130,000 students, Shri Chagla said Delhi being the Capital of India "should be a model for the rest of India".

meanwhile, Some 1,500 additional seats are being provided in Delhi colleges this year. About one-third of the additional seats will be provided in the three new colleges expected to be opened within a few months. All the six campus colleges will take 50 to 100 more students each. The rest of the seats will be made available in other colleges.

Gandhi Bhawans

Ten Indian universities have either constructed or are going ahead with the schemes to establish Gandhi Bhawans at their campuses. The universities are : Allahabad, Karnatak, Mysore, Nagpur, Rajasthan, Kerala, Jammu & Kashmir, Delhi, Panjab and Jadavpur.

NEW COURSES OF STUDY

Agra University : An *ad hoc* committee has been appointed to draft courses for the M.A examinations in Economics and Public Administration (including Business Management) to be instituted at the Institute of Social Sciences, Agra.

Girl students are now being premitted to offer Home Science for the B.Sc. examination of the university.

Annamalai University has recently introduced diploma courses in Hindi and German, and a certificate course in Hindi.

Aligarh Muslim University : It is proposed to institute diploma courses in Journalism and Translation and a post-M.A. diploma course in English Language from the next academic session. Steps are also being taken to introduce courses in Comparative Literature and Linguistics at the post-graduate level.

A proposal for the introduction of a course in Drilling Engineering in the Department of Geology is also being considered.

Banaras Hindu University has been selected by UGC for locating a centre for advanced studies and research in Philosophy. The centre is expected to start functioning from July 1964.

Burdwan University has opened post-graduate classes in Commerce this year.

The university has decided to introduce a four-year degree course in Textile Technology at the College of Textile Technology, Seramporem, Hooghly.

Jadavpur University : A four-year degree course in Pharmacy has been instituted with effect from the session 1963-64. Students who have passed the higher secondary examination with Mathematics or Biology or the diploma course in Pharmacy are eligible for admission.

The one-year Master's degree courses in Mechanical, Electrical, Civil, Chemical and Telecommunication Engineering and Food Technology have been converted into two-year courses.

The university has drawn up the syllabus for a three-year degree course in Home Science, which is expected to be introduced shortly.

Jodhpur University : Diploma courses in Labour Laws and Criminology are proposed to be started from the next academic year. A laboratory for work on "Criminology and Forensic Sciences" will be established under the Department of Sociology.

Karnatak University : A post-graduate diploma in Epigraphy will be introduced from the academic year 1964-65.

Marathwada University has decided to establish new Departments of Physics and English during the year 1964-65.

M.S. University of Baroda has instituted a Master's degree course in Law ; a post-graduate diploma course in Taxation Laws and Practice; and a certificate course in Russian.

The university has decided to switch over to the five-year integrated course in Civil, Mechanical and Electrical Engineering from the 1964-65 session.

It has been decided to start post-graduate courses in Applied Geology and Microbiology from the next session.

Approval has been received for the starting of a degree course in Metallurgy and post-diploma courses in Automobile Engineering and Air-Conditioning & Refrigeration.

Punjabi University : A three-year degree course in Engineering for persons who have passed the diploma course in Engineering is being introduced.

A post-graduate diploma course in Library Science is to be instituted shortly.

Shivaji University is going to start post-graduate courses in Chemistry, Physics, Botany and Zoology from the 1964-65 session.

Sri Venkateswara University has granted permission to the Government College of Engineering, Anantpur, to start three-year degree courses in Engineering for B.Sc. degree-holders with effect from the academic year 1964-65.

The Government Arts College, Anantpur, has been permitted to start evening courses leading to the B.A. degree in certain combinations of subjects with effect from the academic year 1964-65. This will be the second affiliated college of the university to start an evening course at the degree level.

Varanaseya Sanskrit Vishwavidyalaya : Arrangements are being made to start the Departments of Yogatantra and Ayurveda from July 1964.

NEW COLLEGES AND AFFILIATIONS

Bihar University has granted affiliation to the Teachers Training College, Turki (offering diploma in Education) for the year 1963-64.

Delhi University : Several private Trusts, besides the local State authorities, have offered to start new colleges in Delhi to cope with the increased admissions. At least three new colleges are expected to be started this year.

Gauhati University : Provisional affiliation has been granted to 35 new colleges during the academic year 1963-64. The total number of colleges affiliated to the university now stands at 79.

Jabalpur University : Affiliation has been granted to the Government Polytechnic, Jabalpur, in respect of the B.Sc. course.

Karnatak University proposes to start the following six colleges from the academic year 1964-65 :—L.V.D. College of Commerce, Raichur; Arts & Science College, Honavar; Arts & Science College, Ilkal; Arts & Science College, Hungund; K.L.E's. Medical College, Belgam; and H K.E. Society's Medical College, Gulbarga.

Magadh University has granted affiliation to the Mahanth Madhusudan College, Bikram (Patna), and the Sheodeni College, Mehandia, Arwal (Gaya), up to degree standard in the Faculty of Arts with effect from the session 1963-64.

Marathwada University : During the academic year 1963-64, four new colleges came into existence, two at Aurangabad and two at Nanded.

Mysore University : Eighteen new colleges were affiliated by the university during 1963-64. This raises the total number of colleges affiliated to Mysore University from 49 to 67.

Rajasthan University : Provisional permission has been granted to the Malaviya Regional Engineering College for starting first and second year B.E. courses in Mechanical and Electrical Engineering. The college is expected to shift from Pilani to Jaipur in July 1964.

S.V. Vidyapeeth : A Law College is proposed to be started from June 1964 at Anand.

ADMISSIONS

Udaipur University : Candidates passing the Pre-professional (Ag.) examination will be eligible for admission to the B.V.Sc. & A.H. course.

Panjab University has decided that a person who has passed the B.Com. examination with 45 per cent marks in Economics shall be eligible to join the M.A. course and other such courses to which a B.A. with Economics is eligible.

EXAMINATIONS

Delhi University : From the next academic year 25% marks will be reserved for internal assessment based on periodical tests and tutorial/perceptorial work in the case of candidates preparing for the B.A., B.A. (Hons.), B.Sc., B.Sc. (Hons.), M.A. (except languages, Philosophy, Psychology and Economics), M.Com. and M.Sc. examinations.

Kurukshetra University : An examination at the end of each year for the three-year degree course has been introduced from 1963-64.

The two-year pre-medical course has been split up in two parts, with an examination at the end of each year. This will take effect from the admission of 1964.

Marathwada University has decided to hold the third M.B.B.S examination thrice a year, viz. in the months of January, May and September every year during the period of the national emergency.

Osmania University has abolished third division in M.A,, M.Sc. and M.Com. with effect from the 1964 examinations. The university has also decided to abolish the inclusion of class tests marks for B A., B.Sc., and B.Com. examinations.

S.V. Vidyapeeth has decided to split up the M.A. and M.Sc. examinations in Mathematics and Statistics in two parts, namely Part-I examination at the end of the first year and the final examination at the end of the second year. A similar arrangement is being followed in respect of the M Sc. examination in Chemistry and Botany.

Udaipur University has made it obligatory for students to obtain 25% marks at internal examinations to qualify for appearing in the university examinations.

Science Bibliography

Scientists all over the country have been feeling the need for a periodical bibliographic publication which should mirror the scientific output of the country. To meet this demand, the Indian National Scientific Documentation Centre has brought out a pilot fascicule of the *Indian Current Science Bibliography*. The pilot issue (Jan. 1964) indexes 845 articles, including 95 published by Indian scientists in foreign periodicals, 19 theses, 15 reports and other *ad hoc* publications, 235 patents and 30 standard specifications. It is intended to bring out this publication ultimately as an abstracting service.

It is estimated that in the field of pure and applied sciences, 450 periodicals, 2,000 patents, 300 standard specifications, 500 reports, monographs and other *ad hoc* publications are published in India every year. Besides, a number of papers are presented in conferences, and symposia every year and many articles are published by Indian scientists in foreign periodicals. All this will add up to about 15,000 scientific papers every year.

Govt. Expenditure on Scientific Research

Government expenditure on scientific research in India increased from Rs. 122 millions in 1952-53 to Rs. 469 millions in 1961-62. Agricultural and veterinary sciences accounted for 42 per cent of the total in 1952-53 and for 30 per cent in 1961-62.

The Atomic Energy Establishment and CSIR together accounted for 36 per cent and the Railways and Defence for 5 per cent of the total expenditure in 1961-62.

The proportion of research expenditure to total Government expenditure which was 1.0 per cent in 1952-53 increased to 1·32 per cent in 1961-62. The research expenditure per scientist in India is Rs. 16,800 as compared to Rs. 53,420 and Rs. 172,820 in the U.K. and U.S.A. respectively.

C.S.I.R. Research Centres for Universities

The Council of Scientific & Industrial Research proposes to establish some research centres at various universities in collaboration with UGC. These centres would be provided grants by CSIR and scientific personnel from the national laboratories.

The decision to this effect was taken by the Governing Body of CSIR some time back while considering ways and means to promote collaboration between universities and national laboratories and to develop research potential of university science departments.

The number of research schemes sponsored by CSIR in various universities and research laboratories increased from 321 in 1958 to 518 in 1963.

So far 16 national laboratories have been recognised by 19 different universities for post-graduate study and research.

Science Through Hindi

An advisory committee of the Hindi Unit of CSIR for popularising Science through Hindi medium has been constituted with Dr. R. C. Mahrotra, Dean, Faculty of Science, Rajasthan University, as chairman. The members of the committee include Professors Gurbaksh Singh and Gopal Tripathi of Banaras Hindu University; Professor L. S. Kothari, Delhi University; and Shri Jagjit Singh, the Kalinga Prize winner for 1963.

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Medical Admissions Exceed Plan Target

Over ten thousand students were admitted last year in the 79 medical colleges of the country as against the third Plan target of 8,000 admissions and 75 colleges. This was stated by the Union Health Minister, Dr. Sushila Nayar, in the Lok Sabha on April 2.

Endocrinology Society Inaugurated

Dr. C. S. Patel, President, Medical Council of India, inaugurating the Indian Society of Endocrinology at the College of Medical Sciences, BHU, on March 31, 1964, expressed the hope that the society would enable the various workers in the field to share their knowledge and discuss their difficulties and work in harmony for the betterment of mankind.

The university has also submitted a scheme to UGC for the establishment of an Institute of Endocrinology at the College of Medical Sciences, Varanasi, for post-graduate research. The institute, which will be the first of its kind in South East Asia, will be attached to a hundred-bed hospital for patients of endocrine disorders.

Post-graduate Training in Delhi Hospitals

The Union Ministry of Health has allowed two Government hospitals in New Delhi—Safdarjang and Willingdon Hospitals—to function as teaching institutions for specialised post-graduate training in Medicine and Surgery as prescribed by Delhi University. The step has been taken to provide post-graduate training facilities for a larger number of students.

Medical Terminology in Hindi

The Commission for Scientific and Technical Terminology, set up by the Government of India for evolving terms in Indian languages for scientific and technical subjects, will organise a seminar on medical terminology in Bangalore from June 1 to 27.

Medical Colleges in India

A list of medical colleges in India providing facilities for admission to the M.B.B.S. course is given below. The duration of the course is 5½ years, followed by compulsory housemanship (rotating) of 1 year, in the case of students who are admitted to the pre-medical course; and 4½ years, followed by compulsory housemanship (rotating) of 1 year, in the case of students who are admitted to the first year of M.B.B.S. This is in accordance with the revised curriculum of the Medical Council of India, which has been recommended for adoption from 1963-64.

In the medical colleges in Mysore, Andhra Pradesh, Madras, Pondicherry and Kerala, admissions are made to the pre-medical course, as the course has not been integrated. In Assam and West Bengal, admissions are made both to pre-medical and the first year of M.B.B.S.

The minimum age for admission to the pre-medical course is 16 years and to M.B.B.S. 17 years, on a date which varies from university to university.

Name of College	Courses and Number of Seats Available					Name of Dean/Principal
	M.B.B.S.	M.D.	M.S.	M. Sc.	Postgraduate Diploma	
ANDHRA PRADESH						
1. Andhra Medical College, Vishakhapatnam	125	28 Gm, Pt, Bc, Ob, Ph	24 Gs, Op, EN, Or	4 At, Py	42	Dr. P. Narasimharao
2. Guntur Medical College, Guntur	150	41 Gm, Pt, Bc, Ph, Mw	32 Gs. Op, EN, Or	12 At, Py, Bi	21	Dr. I. Chalapathy Naidu
3. Kurnool Medical College, Kurnool	100	6 Gm	6 Gs	1 At	11	Dr. S. Venkateswarulu
4. Osmania Medical College, Hyderabad	125	31 Gm, Pt, Ob, Ph, Pa	16	6	82	Dr. M.Y. Ansari
5. Gandhi Medical College, Hyderabad	100	—	—	—	—	Dr. B.S. Surthi
6. Rangaraya Medical College, Kakinada	110	—	—	—	—	Dr. V. Ramachandra Rao
7. Kakatiya Medical College, Warangal	100	—	—	—	—	Dr. T. Lakshminarayana
8. Sri Venkateswara Medical College, Tirupati, Distt. Chittoor	50	—	—	—	—	Dr. C. Venkataramiah
ASSAM						
9. Assam Medical College, Dibrugarh	110	N.A.	N.A.	N.A.	N.A.	Dr. M.N. Bhattacharyya
10. Gauhati Medical College, Gauhati	100	—	—	—	—	Dr. S.N. Sarma
11. Medical College, Silchar	N.A.	—	—	—	—	—
BIHAR						
12. *Prince of Wales Medical College, Patna	150	79 Gm, Pt, Ph, Pa, Ps, Fm, Py, Prev. Med, Dt	118 Gs, Op, EN, Or, At, Og, An	12 Ms	70	Dr. V.N. Singh

Abbreviations :

N.A. = Not available.
An = Anaesthesiology
At = Anatomy
Bc = Bacteriology
Bi = Bio-Chemistry
Dt = Dermatology
EN = E.N.T.
Fm = Forensic Medicine
Gm = General Medicine
Gs = General Surgery
Med = Medicine
Ms = Medical Science
Mw = Mid-wifery
My = Mycology
Ne = Neuro-Surgery
Og = Obstetrics & Gynaecology
Op = Ophthalmology
Or = Orthopaedics
Pa = Paediatrics
Ph = Pharmacology
Prev. Med. = Preventive Medicine
Ps = Psycho-Medicine
Pt = Pathology
Py = Physiology
TB = Tuberculosis
Th = Thoracic Surgery

* Ph. D. course also available

Medical Colleges in India—*Contd.*

13. Darbhanga Medical College, Laheriasarai	150	50 Gm, Pt, Ph, Pa, Py, Prev. Med, Bi	51 Gs, Op, EN, Or, At, Og, An	—	—	Dr. T.B. Gupta
14. Medical College, Ranchi	148	—	—	—	—	Dr. N.L. Mitra
15. Medical College, Damodar Road, Sakchi, Jamshedpur	48	—	—	—	—	Dr. G.B. Sahay
GUJARAT						
16. B.J. Medical College, Ahmedabad	130	40 Gm. Pt, Bc, Ph, Mw, Pa, TB	20 Gs, Op, EN, Or	16 Pt, Ph, At, Py	31	Dr. E.M. Best
17. *Medical College, Baroda	80	25 Gm, Pt, Og, Ph, Py	20 Gs, EN, Or, At	25 Pt, Ph, At, Bc, Py	45	Dr. J.D. Pathak
18. M.P. Shah Medical College, Jamnagar	120	16 Pt, Ph	8 Gs	32 Pt, Ph, At, Py	—	Dr. A.D. Joseph
JAMMU & KASHMIR						
19. Medical College, Srinagar	229	—	—	—	—	Dr. M.L. Gujral
KERALA						
20. Medical College, Trivandrum	150	18 Gm, Pt, Bc, Mw	8 Gs	6 At, Py, Bi	11	Dr. M. Thangavelu
21. Medical College, Calicut	150	—	—	—	—	Dr. R. Ananthanarayanan
22. Medical College, Kottayam	50	—	—	—	—	Dr. C.M. Francis
23. Medical College, Alleppey	N.A.	N.A.	N.A.	N.A.	N.A.	Dr. N.G. Pandalai
MADHYA PRADESH						
24. Medical College, Jabalpur	110	9 Gm, Pt, Ph, Py, Prev. Med.	10 Gs, At, Og	—	—	Dr. J.C. Sachdev
25. M.G.M Medical College, Indore	139	22 Gm	21 Gs	—	7	Dr. B.C. Bose
26. G.R. Medical College, Gwalior	140	16 Gm, Pt, Ph, Py	17 Gs, Op, At, Og	—	9	Dr. B.N. Balkrishna Rao
27. Gandhi Medical College, Bhopal	110	—	—	—	—	Dr. R.P. Singh
MADRAS						
28. Madras Medical College, Madras	150	25 Gm, Pt, Bc, Mw, Pa	21 Gs, Op, EN, Or, Og, Th, Ne	—	91	Dr. K.G. Krishnaswami
29. Stanley Medical College, Madras	125	12 Gm	12 Gs	—	12	Dr. A.N.K. Menon
30. Kilpauk Medical College, Kilpauk, Madras-10	75	—	—	—	—	Dr. K.P. Sarathy
31. Christian Medical College, Vellore	50	6 Gm, Pt	7 Gs, Th, Ne	—	34	Dr. Jacob Chandy
32. Madurai Medical College, Madurai	150	—	—	—	—	Dr. C.K.P. Menon
33. Thanjavur Medical College, Thanjavur	100	—	—	—	—	Dr. H.D. Singh

*Ph, D. course also available.

Medical Colleges in India—*Conta.*

MAHARASHTRA						
34. *Grant Medical College, Bombay	160	120 Gm, Pt, Og, Ph, Mw, Pa. TB	75 Gs, Op, EN, Or	45 Bi, Med, My, Ap. B	N.A.	Dr. D.V. Virkar
35. Seth G.S. Medical College, Parel, Bombay	85	N.A.	N.A.	N.A.	N.A.	Dr. S.V. Joglekar
36. Topiwala National Medical College, Bombay	65	N.A.	N.A.	N.A.	N.A.	Dr. T.H. Rindani
37. B.J. Medical College, Poona	150	54 Gm, Pt, Og, Ph,	30 Gs.	8 At, Py	30	Dr. F.J. Mendonca
38. Medical College, Nagpur	150	N.A.	N.A.	N.A.	N.A.	Dr. P.L. Powar
39. Govt. Medical College, Aurangabad	70	—	—	—	—	Dr. Gopal K. Karandikar
40. Armed Forces Medical College, Poona	—	10 Gm.	10 Gs	—	20	Major General P.N. Bardhan
41. Medical College, Miraj	N.A.	N.A.	N.A.	N.A.	N,A.	Dr. B.B. Sethna
MYSORE						
42. Kasturba Medical College, Manipal	180	—	—	4 At	—	Dr. R.P. Koppikar
43. Medical College, Mysore	152	—	—	4 Ph, At	6	Dr. J.J. Dharmaraj
44. Bangalore Medical College, Bangalore	150	12 Gm.	12 Gs	—	8	Dr. T. Manickam
45. Karnatak Medical College, Hubli	75	—	—	—	—	Dr. B.N. Lingaraju
46. Medical College, Bellary	75	—	—	—	—	Dr. H.A. Nagaraja Rao
47. St. John's Medical College & Hospital, St. Mary's Town, Bangalore	N.A.	N.A.	N.A.	N.A.	N.A.	Dr. L. Monteiro
ORISSA						
48. S.C.B. Medical College, Cuttack	200	8 Gm	15 Gs, Op, EN	6 Ph, At, Py	21	Dr. Raghunath Sahu
49. Medical College, Burla (Sambalpur)	100	—	—	—	—	Prof. R.N. Misra
50. Medical College, Berhampur (Cuttack)	40	—	—	—	—	Dr. S.N. Patnaik
PUNJAB						
51. Medical College, Amritsar	93	20 Gm	20 Gs	—	30	Dr. Y. Sachdeva
52. Christian Medical College, Ludhiana	50	—	—	—	—	Dr. G.N. Constable
53. Govt. Medical College, Patiala	100	N.A.	—	—	—	Dr. Amarjit Singh
54. Medical College, Rohtak (Students at present admitted at Medical College, Patiala)	50	—	—	—	—	Dr. Inderjit Dewan

* Ph. D. course also available

Medical Colleges in India—*Contd.*

RAJASTHAN						
55. *S.M.S. Medical College, Jaipur	120	N.A.	N.A.	N.A.	—	Dr. R.M. Kasliwal
56. *Bikaner Medical College, Bikaner	100	—	N.A.	N.A.	—	Dr. S.P. Wanchoo
57. Medical College, Udaipur	40	—	—	—	—	Dr. B.N. Sharma
UTTAR PRADESH						
58. K.G. Medical College, Lucknow.	150	N.A.	N.A.	—	66	Prof. R.V. Singh
59. *Medical College, Agra	100	N.A.	N.A.	—	30	Dr. P.N. Wahi
60. G.S.V.M. Medical College, Kanpur	150	N.A.	N.A.	—	46	Dr. S.P. Srivastava
61. College of Medical Sciences, Banaras Hindu University, Varanasi	40	—	—	—	—	Dr. K.N. Udupa
62. Moti Lal Nehru Medical College, Allahabad	50	—	—	—	—	Dr. Pritam Das
63. Medical College, Muslim University, Aligarh	N.A.	N.A.	N.A.	N.A.	N.A.	—
WEST BENGAL						
64. Medical College, Calcutta	100	—	—	—	42	Dr. K.C. Sarbadhikari
65. R. G. Kar Medical College, Belgachia Road, Calcutta-4.	112	—	—	—	32	Dr. H.K. Indra
66. Nilratan Sircar Medical College, Calcutta	100	—	—	—	—	Dr. R.N. Guha Majumdar
67. Calcutta National Medical Institute, 32, Gorachand Road, Calcutta.	125	—	—	—	—	Dr. K.N. Bagchi
68. Bankura Sammilani Medical College, Bankura	50	—	—	—	—	Dr. D.N. Mukherjee
DELHI						
69. Lady Hardinge Medical College, (For Women), New Delhi	90	N.A.	N A.	N.A.	8	Dr. (Miss) M. Chaudhuri
70. *All India Institute of Medical Sciences, Safdarjang, New Delhi	50	N.A.	—	—	—	Dr. K.L. Wig
71. Maulana Azad Medical College, New Delhi	100	30 Gm, Pt, Og	12 Gs	20 Ph, At, Bc, Py, Bi	12	Maj.-Gen. B.N. Bhandari
PONDICHERRY						
72. Medical College, Pondicherry	50	—	—	—	—	Dr. S.G. Vengsarkar

*Ph. D. course also available.

Education Abroad

Robbins Committee Report

The British Government is reported to have expressed its willingness to act on the broad lines of the Robbins Committee report published recently.

In order to accommodate students rising in number from 2,16,000 in 1962-63 to 5,60,000 by 1980-81, the committee advocates marked increase in the size of existing universities, the creation of six additional universities, and establishment of more than 20 new institutions of higher education of other types. This would bring the number of autonomous institutions of higher education in Britain from 32 to 60.

New Approach

In projecting student numbers, the traditional procedure had been to estimate the requirements of the economy and translate these into terms of student places. The new approach (which has long been taken in the U.S.A. and Canada) yields estimates based on the numbers of young people likely to have the capacity for higher education and the desire to go on beyond secondary school.

It is proposed that colleges of advanced technology should become technical universities, that teacher training colleges should become colleges of education, and that these as well as regional and area technical colleges should grant degrees.

Also recommended is the development of five institutions for scientific and technological education and research at an advanced level.

New University in U.K.

Five halls of residence, each housing more than 1,000 students will be a main feature of the new University of Warwick, to be built near Conventry. It will be one of the most modern universities built in the age of technology, and its student population will be one of the largest in Britain. Later, another five, and possibly 10, halls of residence are proposed to be added.

Problem of Numbers in Canada

In a paper on "The Problem of Numbers in University Enrolment", Dr. R. W. B. Jackson, Director of Educational Research, Ontario College of Education, has documented the fact that future enrolments in Canadian universities would be, by current standards, virtually astronomical.

He urges each province to make careful plans immediately for the coming expansion in higher education, and advises the universities to reverse the trend toward more restrictive admission and to recognise more concretely their role in helping to meet the needs of society. If they do not, he warns, government control of their affairs is inevitable.

421 Doctorates Awarded by Canadian Universities

Canadian Universities granted 421 Ph.D. and equivalent doctorates in 1962-63 as against 321 in 1961-62. In the same year, Masters' degrees and licences numbered 3,211 by comparison with 2,851 in 1961-62.

By field, the number of Ph.Ds. awarded in 1962-63 were : Biological Sciences-124; Physical Sciences-163; Engineering and Applied Sciences-26; Social Sciences-48; and Humanities-60.

Diploma in Economic Planning

A new one-year diploma course in Economic Planning, with particular reference to developing countries, is to be introduced by Oxford University in October 1965. It is intended to meet the needs of civil servants and technical specialists from the developing countries who wish to acquire a deeper understanding of the theory and techniques of economic planning.

Free Berlin University

The Free University of Berlin recently marked the 15th year since its founding. Its present enrolment totals some 15,000 students, including many from abroad, Its constitution emphasises participation by students in decisions relating to the affairs of the university.

New Way of Aiding Educational Department

According to the Ultimate Heir Act passed in 1931 by the Alberta Legislature, properties of persons dying intestate in that province are turned over to the University of Alberta Recent reports show that the fund resulting from this Act has accumulated over a million dollars.

The Act empowers the university to use the revenues from the fund to provide scholarships and assistance in the field of research. Currently the fund yields about $ 30,000 a year for student aid and research. Total income from this source since 1931 has been approximately $ 4,50,000.

$ 1.2 Billion for Higher Education

The Higher Education Facilities Act, 1963 passed by the U.S. Congress, authorizes the expenditure of $ 1.2 billion over the first three years of a five-year programme of grants and loans to public and non-profit private institutions of higher education.

Universities Commission for Nigeria

A National Universities Commission has been established in Nigeria. It will advise the Federal Government on the financial needs of university education and will assist in planning the balanced and co-ordinated development of universities. It will receive annually a block grant from the Federal Government and allocate it to the universities.

600-Year-Old Polish University

Cracow University, the oldest in Poland, is celebrating its 600th anniversary this year. It was founded in 1364 by Polish King Casimir the Great. The university has five faculties and 85 chairs. It employs 164 professosr, 344 lecturers and assistant lecturers, and 142 teachers and other research staff. They take care of more than 5,000 students in regular courses and 1,500 others in extramural studies.

Publication Notes

Unesco Handbook on Study Abroad

The 15th edition of *Study Abroad*, published by the United Nations Educational, Scientific and Cultural Organization (Unesco), lists 130,000 fellowships, scholarships and educatinal exchange awards for international study and travel during 1964 by 1651 donor agencies and international organisations in 116 States. A similar number will be available in 1965.

The awards are available in about 100 different fields of study and can be used in almost all parts of the world. The length of study offered varies from a few weeks to several years.

The 648-page book, containing texts in English, French and Spanish, provides a comprehensive work of reference for all persons interested in developing international relations and exchanges in the fields of education, science, culture and mass communications. It also serves as a guide to international fellowships and scholarships.

Low-priced British Books

Since the commencement of the British low-priced books project three years ago, a total of over 22.50 lakh copies of books have been issued under the imprint of the English Language Book Society, and of these more than 75 per cent have been distributed in India.

Dr. Trevor Williams, a member of the British advisory committee which selects the books in consultation with the Government of India, recently visited India to assess the progress made under this scheme and to obtain new ideas on bringing more standard works into the fold of the scheme.

One of the latest books to be issued under the scheme, at a price of 7 s. (Rs. 6), is an edition of the complete works of Shakespeare, published to coincide with the 400th anniversary of the playwright's birth. The best-selling titles are in the "Aids to English" series. Between them, the 12 titles in the series have already sold 5 lakh copies.

University Libraries

The October 1963 issue of *Library Herald*, the quarterly journal of the Delhi Library Association, is a special "university library number". Within the compass of over a dozen articles, contributed by eminent librarians, academicians and other experts, the journal covers various aspects of the development and problems of university libraries in India. Among the subjects discussed in the special issue are : The Role of University Libraries in India (A.P. Srivastava) ; University Library Then and Now (S.R. Ranganathan) ; University Library Resources (A. Nilameghan) : and Photo-duplication Services for Indian University Libraries (N. Datta). There is also an article on University Libraries in Japan.

Richest Collection of Manuscripts

Varanaseya Sanskrit Vishwavidyalaya is planning to purchase 20,000 manuscripts shortly for its Saraswati Bhawan Library, which has already the biggest collection of ancient manuscripts in the world. Last year about 35,000 rare manuscripts were added to the library.

Hindi Translations of Standard Books

During 1963, Jabalpur University undertook the translation of 13 standard books of university level into Hindi under the scheme of the Central Ministry of Education. The project which covers books on Economics, History, Political Science, Chemistry, Physics, Education and Agriculture, is expected to be completed by the end 1964.

Indian Books in Russian

A Soviet books exhibition of about 1,000 volumes, arranged by the U.S.S.R. Trade Representation in India, was held at the Osmania University Library from March 4 to 6. The exhibition consisted of Russian translations of books in Indian languages. The Russian edition of the Mahabharata was the highlight of the exhibition.

Book Bank Project

Shri Jawaharlal Nehru Book Bank, originally organised by the Student Aid Society, Bangalore, was inaugurated as a separate unit on January 15. The Student Aid Society was set up in 1959 jointly by the Rotary Club of Bangalore and the Ramnarayan Chellaram Trust. So far it has received over 20,50 books and 4,000 journals valued at about Rs. 3.5 lakhs from foreign countries as gifts and distributed them among about 80 institutions in the Mysore State.

Journal of Social Research

The April 1964 issue of the *Indian Journal of Social Research* carries several interesting articles on Indian and international sociological problems. The article on "Applied Sociology and the Refugee Problem" written by Juris Veidemanis, Asstt. Professor of Sociology at Wisconsin University, may be of special interest to many Indian readers, as it deals with the recent influx of refugees from East Pakistan into India.

Shri G.C. Hallen, in his editorial, highlights the role of Indian universities in enriching and developing sociology both as a social discipline and as an applied social science.

Engineering Terms in Hindi

A cell for the translation of engineering terminology into Hindi has started functioning at Roorkee University. When approved and standardised, the works would be incorporated in Hindi translations of engineering treatises.

Tamil Books for London University

The Bureau of Tamil Publications, a department of the Madras Government engaged in translating into Tamil standard textbooks from all over the world, has presented 83 Tamil books to the School of Oriental and African Studies, University of London. The presentation was made on April 13 by Shri M. Bhaktavatsalam, Chief Minister of Madras to Mr. M. W. J. M. Paterson, British Deputy High Commissioner in Madras.

LANGUAGE POLICY IN EDUCATION

By **G. S. MAHAJANI**
Vice-Chancellor, Udaipur University

IN England, a few years ago, the B.B.C. invited Michael Oakeshott, Lord Lindsay of Birker, Roy Pascal, C.R. Morris, P.M.S. Blackett and Sir Waler Moberly, to give six talks on "*The Idea of a Universty*". From all of them one conclusion emerged—that the university has to be a place of conversation. This raises two fundamental questions : First, what is to be the language of conversation ? Secondly, how best to promote this conversation ? In this article, I propose to deal with the first question.

There are three claimants in our country for being the language of conversation : the regional language, the federal language (Hindi), and English which is an international language. I start with the proposition that the claims of the regional languages have been recognised and that they have come to stay.

University Commission Report

As far back as in 1949, the University Commission, presided over by Dr. S. Radhakrishnan, observed : "Although we recognise that in the near future the regional languages will be the principal media of instruction at all stages in all provinces, we consider it desirable that the universities should have the option to use the federal language as the medium of instruction either for some subjects or for all subjects."

Since the publication of the report of the University Commission, three developments have taken place—

(1) In 1950 (January 26), we adopted a democratic constitution based on adult franchise. The result was that the common man came into his own, and it became inevitable that the language of administration would enventully be the same as that of the common man.

(2) In 1956, we redrew the map of India and almost all the States became unilingual. The result was that in each State the regional language, being the language of the common man, claimed to be the language of administration.

(3) The attitude of some States in the South has hardened against Hindi. We need not go into the causes, but the result of this has been that the option to use the federal language, as suggested by the Commission, has disappeared from the plane of realism.

All these factors have strengthened the claim of the regional language to be the language of conversation in the university. And today many universities have adopted regional languages for education over a part of the field, the whole of which had hitherto been occupied by English.

However, the adoption of the regional languages as media of education poses certain problems. It restricts academic mobility of both students and teachers. Recruitment of teachers from outside the State and appointment of external examiners becomes difficult. The process of national integration also gets slowed down with the restriction of academic mobility. From the point of view of public administration, the proposal to hold the examinations of the Union Public Service Commission (which are at present conducted in English) in all the 14 regional languages is manifestly impracticable, unless you adopt a quota system for recruitment from various language regions. It is against this background that we have to evolve a policy reconciling the claims of the regional language, the federal language and English.

School Curriculum

As regards English, the University Commission says: "Our students who are undergoing training at schools which will admit them to a university or to a vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge, and in the universities no student should be allowed to take a degree who does not acquire ability to read with facility and understanding works of English authors.

What does the Commission imply by prescribing *sufficient mastery of English* as an objective of school curriculum ? On page 127 of the report we find the following course of study recommended for students in the 9th and 10th grades in schools :

Mother Tongue ; Federal Language ; English (Comperehension and Simple Composition) ; Elementary Mathematics ; General Science ; and Social Studies.

Thus "sufficient mastery of English" means "comprehension and simple composition", which implies ability to read an English newspaper with the aid of a dictionary and ability to write letters in English. I would suggest that in the schools a parallel policy should be followed for Hindi, and the goal should be sufficient mastery of the language as in the case of English.

Expert Opinion

According to the world-famous brain surgeon, Dr. Wilder Penfield of Montreal, who visited this country in the early part of 1957, the time to begin what might be called a general schooling in secondary languages (Hindi and English) in accordance with the demands of brain physiology is between the ages of 4 and 10. The child sets off for school then and he can still learn new languages without interposing the speech units of his mother tongue.

Taking into consideration the views of the University Commission and those of Dr. Penfield, it appears to me that the correct language policy in the schools would be to introduce the child to speak English and Hindi before he is 10 years of age. This accords well with the decision of certain States to introduce English in the third grade. The mother's method—conversational, direct method—should be used in the initial months. Formal teaching should begin in the fourth grade with reading and writing. Subjects like Science and Mathematics should be taught in English, making free use of the regional lanugage. This will afford the pupil ample opportunites of conversation in English and help him to attain the objective of "sufficient mastery". This policy will also reduce the disparity that now exists between the two types of secondary schools—public and Mission schools on the one hand and the vast majority of the rest on the other. (*Contd. overleaf*)

At University Stage

In approaching the problem of the medium of instruction at the university stage one might preferably follow Newman by distinguishing science from literature. He says : "Science has to do with things, literature with thought ; science is universal, literature personal ; science uses words merely as symbols, literature uses language in its full compass as including phraseology, idiom, style, composition, rhythm, eloquence and whatever other properties are included in it."

As regards science, Newman further remarks : "It is true that all languages are pretty much alike for the purpose of science, but even in this respect some are more suitable than others which have to coin words or borrow them in order to express scientific ideas."

Hence I suggest that—

(a) for science and professional subjects, the language to be used should be one of the international languages, say English ;

(b) for humanities the langauge should be the regional language ;

(c) English and Hindi should both serve as link languages.

It may be mentioned that the policy outlined above is stated only in broad terms. Actually, however, the arrangement will not be as water-tight as it seems to be. In the first place, those students who have taken up arts or humanities will have some courses in science under the General Education pattern, so that they, too, will have to traverse the sector of English. Secondly, although social sciences are nearer arts subjects and humanities, there are certain areas which require the treatment of exact sciences. Here both English and regional languages will have to be used with judgement. Lastly, since one of the functions of the university is to be of service to the common man, it will be the duty of faculty members to produce popular science literature in regional languages and Hindi and to make available important researches in humanities in English and Hindi for people outside the region.

I would further suggest that to help migration of students every university should institute a four-to-six-month course to learn its regional language for the benefit of students who come from other areas. This course could be conducted in English. After this course, the immigrants should not find much difficulty in following lectures given in the regional language of the university. This is more or less what is done in the universities of Germany for foreign students.

The solution suggested in this article aims at mitigating the difficulties in academic mobility and promoting national unity and integration. In the past we had a bilingual policy in the form of the use of the regional language in schools and of English in colleges. Here we suggest a bilingual policy in a different sense, that is the use of both languages in schools as also in colleges. The claims of the regional languages are respected by giving them full scope over the field of humanities. English will cover one common sector for all universities, that is science and technology. Nor is the arrangement water-tight, as each of the two fields will use the language of the other field for certain purposes. Both Hindi and English will be link languages.

Questions Answered

Lack of suitable text-books is often cited as a difficulty in the use of regional languages in the universities. Fortunately, this is now being gradually overcome. But we must not forget that standard books are almost always the result of class-room lectures. If college teachers initially take the trouble of preparing their lectures, have their synopses cyclostyled year after year, these accumulated notes will form the best basis for standard texts. We know so many instances in which standard books have simply grown out of lectures.

One last word before closing. The question is asked : If in Japan they do not necessarily advocate the use of English for science subjects, why should we do it in India ? The answer is : Japan is unilingual and India has fourteen regional languages. With the adoption of the regional languages for education, we should maintain an area for all universities over which one common language would be used to prevent mutual isolation. Our solution suggests the retention of English, which is an international language and which will continue to serve as a link language along with Hindi.



Dr. A.C. Joshi, Vice-Chancellor, Panjab University played the host at a dinner given to the university representatives who attended the 24th annual meeting of the Inter-University Sports Board at Chandigarh in the last week of April 1964.

Seen in the picture are (*from l. to r.*) : Shri K.S. Narang, Registrar, Panjab University : Shri P.D. Gupta. Vice-Chancellor, Agra University: Dr. A.C. Joshi President, IUSB ; Shri B.F.H.E. Tyabji, Vice-Chancellor, Aligarh Muslim University; Shri P.N. Thapar, Vice-Chancellor, Punjab Agricultural University ; Dr. B D. Laroia, Secretary, IUSB; and Dr. S.M. Suman (Vikram University).

Four New Inter-University Tournaments Introduced

The Inter-University Sports Board of India, at its 24th annual meeting held at Chandigarh on April 24-25, decided to introduce rowing, squash racket, shooting and chess as additional items for inter-university tournaments this year. This raises the number of games covered by inter-university tournaments from 16 to 20.

The Board decided to introduce cycling next year.

The meeting was presided over by Dr. A.C. Joshi, Vice-Chancellor, Panjab University, and attended by representatives and delegates from 37 universities, including the Vice-Chancellors of Agra and Aligarh Universities and S.V. Vidyapeeth.

From next year, inter-university games will generally be played on a four-zone basis. It was also decided to have all-India combined university teams in certain games for participating in various national championships.



University delegates at the Sports Board meeting.

Five institutions were newly admitted as members of IUSB. They are : North Bengal University, Siliguri ; Shivaji University, Kolhapur; Udaipur University; Varanaseya Sanskrit Vishwavidyalaya, Varansi; and the Indian Institute of Technology, New Delhi.

The Board finalised the allocation chart for various inter-university tournaments to be held during the year 1964-65 (see below).

INTER-UNIVERSITY SPORTS BOARD OF INDIA

ALLOCATION CHART FOR 1964-65

Tournament	North Zone	South Zone	All-India Finals	Period of Tournament
Athletics (Men & Women)	—	—	Rajasthan	Last week of December 1964
Badminton (Men & Women)	Lucknow	Karnatak	Lucknow	First fortnight of October 1964
Basketball (Men)	Banaras	Andhra	Andhra	Last week of November 1964
Basketball (Women)	—	—	Gujarat	Last week of November 1964
Boxing	—	—	Panjab	December 16—18, 1964
Chess	—	—	Jammu & Kashmir	First Fortnight of October 1964
Football	Allahabad	Utkal	Utkal	Last week of September and the first week of October 1964
Gymnastics	—	—	Lucknow	Third week of December 1964
Weight Lifting & Best Physique	—	—	Ceylon	Third week of December 1964
Hockey (Men)	Agra	Osmania	Osmania	First fortnight of January 1965
Hockey (Women)	—	—	Agra	First fortnight of January 1965
Kabaddi	—	—	S.V. Vidyapeeth	Last week of November 1964
Kho-Kho (Men & Women)	—	—	S.V. Vidyapeeth	Second week of January 1965
Rowing	—	—	Calcutta	To be fixed
Swimming (Men & Women)	—	—	Kerala	First week of October 1964
Diving & Water Polo	—	—	Banaras	(Christmas Holiday)
Squash Racket	—	—	Panjab	Second fortnight of October 1964
Shooting	—	—	Nagpur	First fortnight of October 1964
Table-Tennis (Men)	U.P. Agri.	Nagpur		
Table-Tennis (Women)	—	—	Sri Venkateswara	First fortnight of October 1964
Tennis (Men)	Aligarh	Annamalai	Annamalai	January 5—15, 1965
Tennis (Women)	—	—	Sri Venkateswara	January 5—15, 1965
Volleyball (Men)	Patna	Poona	Patna	First fortnight of November 1964
Volleyball (Women)	—	—	Jabalpur	First fortnight of November 1964
Wrestling	—	—	Vikram	First fortnight of November 1964

Cricket : From December 23, 1964 to January 15, 1965	*North Zone*	*South Zone*	*East Zone*	*West Zone*	*Finals*
	Vikram	Andhra	Calcutta	Shivaji	Baroda

PERSONAL

Dr. A C. Joshi, President, IUB, Left New Delhi on May 16 for a week's visit to the U.S.S.R.

Shri D. P. Pandeya, Principal, Simadega College, Ranchi, has been appointed Registrar of K.S. Darbhanga Sanskrit University w.e.f. April 22, 1964.

Professor R.C. Mehrotra, Head of the Department of Chemistry, Rajasthan University, has been elected a Fellow of the National Institute of Sciences of India, and has also been appointed Chairman of the Advisory Committee for the Hindi Unit of CSIR.

Shri A.K. Mustafy, Secretary, CSIR, has been appointed *ex-officio* Joint Secretary to the Government of India in the Ministry of Education with effect from February 19, 1964.

Dr. F. Haydn Williams, Associate Dean of the College of Business Administration at the University of Washington, has been appointed President of the Asia Foundation effective January 2, 1964. Dr. Williams succeeds Mr. Russell G. Smith.

SHRI B. N. JHA

We record with deep regret the demise of Shri B. N. Jha, Vice-Chancellor, Jodhpur University, who died of heart failure on April 13. He was 67. For the last 44 years, Shri Jha had devotedly served the cause of education in India Before taking up the Vice-Chancellorship of Jodhpur University, he acted as Adviser to the Government of India on Educational Affairs in Goa. Earlier, he had been Vice Chancellor of Allahabad and Gorakhpur Universities and Education Secretary to the Government of Uttar Pradesh.

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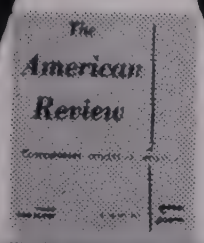
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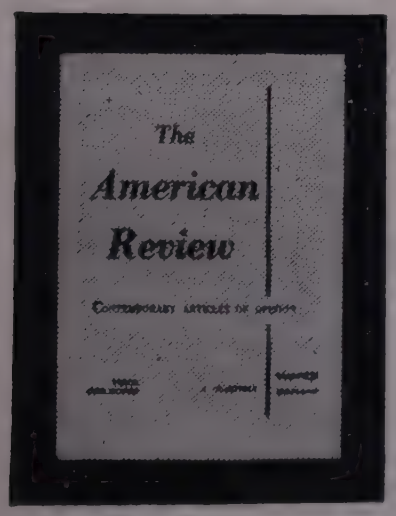
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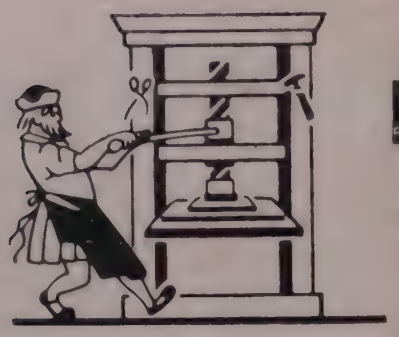
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Education Commission Appointed

The appointment and terms of reference of a 16-member Education Commission which would survey the entire field of educational development and make a comprehensive review of the country's educational system and advise the Government on the national pattern of education, were announced in New Delhi on July 14.

The Commission is headed by Dr. D.S. Kothari, Chairman of the University Grants Commission. Its other members include five eminent educationists from abroad. A few outstanding scientists and educationists from other countries are also being associated as consultants to the Commission.

The Commission will advise the Government on the general principles and policies for the development of education at all stages and in all its aspects. It need not, however, examine the problems of adult, medical or legal education, but such aspects of these problems as are necessary for its comprehensive inquiry may be looked into.

Government Resolution

The Government resolution announcing the appointment of the Commission said :

"In view of the important role of education in the economic and social development of the country, in the building of a truly democratic society, in the promotion of national integration and unity, and above all for the transformation of the individual in the endless pursuit of excellence and prefection, it is now considered imperative to survey and examine the entire field of education in order to realise, within the shortest possible period, a well-balanced, integrated and adequate system of national education capable of making a powerful contribution to all spheres of national life.".

The Government realises that education, especially science and technology, is the most powerful instrument of social transformation



Dr. D.S. Kothari

and economic progress and that the attempt to create a new social order based on freedom, equality and justice can only succeed if the traditional educational system is revolutionised, both in content and extent.

"The Government of India is convinced that education is the key to national prosperity and welfare and that no investment is likely to yield greater returns than investment in human resources of which education is the most important component."

Comprehensive Review

The resolution said it was desirable to survey the entire field of educational development as

(*Contd. on page 2, col. 1*)

Members of the Commission

Dr. D. S. Kothari :

Chairman, University Grants Commission; Professor and Head of the Physics Department, Delhi University for many years; Honorary professor at the university and Scientific Adviser to the Minister of Defence from 1948 to 1961.

Shri A. R. Dawood :

General Secretary, Anjuman-i-Islam, Bombay; Served as Deputy Director of the Field Advisory Staff of the All-India Council of Secondary Education.

Mr. Herbert Lionel Elvin :

Director of the University of London Institute of Education; Fellow of Trinity Hall, Cambridge (1930-44); Formerly member of the University Grants Committee (1946).

Shri R. A. Gopalswami, I.C.S. (Retd.):

Director of the Applied Manpower Research Institute, New Delhi; Previously Chief Secretary to the Madras Government.

Dr. V. S. Jha :

Previously Director of Public Instruction and later Education Secretary to the Government of Madhya Pradesh; Vice-Chancellor, Banaras Hindu University (1956-60); First Director, Commonwealth Education Liaison Unit, London.

Shri P. N. Kirpal :

Secretary and Educational Adviser to the Government of India in the Ministry of Education; Director, National Council of Educational Research and Training; and Secretary-General, Indian National Commission for Unesco.

Shri M. V. Mathur :

University Professor and Head of the Department of Economics and Public Administration, University of Rajasthan; Dean of the Faculty of Arts since 1962; Member of the Third Finance Commission; Director of Industrial Finance Corporation of India, New Delhi.

Dr. B. P. Pal :

Director, Indian Agricultural Research Institute, New Delhi; Has been a member of various Indian scientific delegations to foreign countries; Awarded *Padma Shri* in 1958; Recepient of Rafi Ahmed Kidwai Prize for Agricultural Botany in 1960 and Birbal Sahni Medal for Botany in 1962.

(*Contd. on page 2, col. 2*)

Education Commission

(*Contd. from page 1, col. 2*)

various parts of the educational system strongly interact and influence one another. 'It is not possible to have progressive and strong universities without efficient secondary schools and the quality of these schools is determined by the functioning of elementary schools. What is needed, therefore, is a synoptic survey and an imaginative look at education considered as a whole and not fragmented into parts and stages. In the past several commissions and committees have examined limited sectors and specific aspects of education. It is now proposed to have a comprehensive review of the entire educational system".

Foreign Collabaration

While the planning of education for India must necessarily emanate from Indian experience and conditions, the Government is of the opinion that it would be advantageous to draw on the experience and thinking of educationists and scientists from other parts of the world, in the common enterprise of seeking for the right type of education which is the quest of all mankind, especially at this time when the world is becoming closely knit together in so many ways.

It has, therefore, been decided to associate with the Commission, either as members or as consultants, some eminent scientists and educationists from other countries, including the U.K., U.S.A., U.S.S.R. and France. Unesco has agreed to provide three members. Negotiations are in progress for the inclusion of some more specialists from foreign countries. In addition, the Commission has been authorised to invite from time to time such other consultants in India in relation to any inquiry as it may consider necessary.

The Commission will submit its final report as early as possible, and not later than March 31, 1966. Where immediate implementation of certain programmes is necessary, the Commission may also submit, from time to time, interim reports dealing with limited sectors or problems of education.

French Education Expert on Indian Commission Likely

M.J. Capelle, Director-General of Pedagogy, School Instruction, Ministry of Education. France, recently concluded a four-day visit to New Delhi at the invitation of the Indian National Commission for Co-operation with Unesco. During his stay he held talks with the Indian Education Minister, Shri M. C. Chagla, and other senior officials of the Ministry of Education. He also exchanged views with prominent educationists, including Dr. and Mrs. C.D. Deshmukh, at a get-together arranged at the India International Centre.

M. Capelle is likely to be associated with the work of the National Education Commission set up by the Government of India recently.

Santanam Committee's Plea to Check Malpractices in 'Varsities

The Committee on Prevention of Corruption under the chairmanship of Shri K. Santanam, which recently submitted its report to the Government, has *inter alia* suggested that UGC and the Inter-University Board should take necessary steps to stop malpractices that may be prevailing in universities in matters of admission of students, recruitment of staff and management of funds.

The committee is of the view that universities being the main source of supply of officers for public services, especially at the higher level, should set standards of integrity which would become "an integral element of the intellectual and psychological outfit of every graduate".

Members of the Commission—Contd. from page 1

Kumari S. Panandikar :

Principal, College of Education and Head of the Post-graduate Department of Education at Karnatak University, Dharwar; Member, Central Advisory Board of Education; Previously Director of Education, Bombay State; Director of Extension Programme for Secondary Education, Delhi (1959-60).

Dr. Roger Reville :

Director, Seripps Institution of Oceanography; Chairman of the committee appointed by the U. S. President to report on land and water development in the Indus Plain.

Shri K. G. Saiyidain :

Visiting Professor of Education, Stanford University, 1964; Senior Scholar, East-West Centre, Hawaii (1963-64); Secretary and Educational Adviser to the Govt. of India, Ministry of Education; Educational Adviser to Rampur State; Chairman, Executive Board of the Indian National Commission for Cooperation with Unesco; Chairman. International Commission on Educational Reorganisation for Sudan.

Mr. Jean Thomas :

Inspector-General of Education, France; Assistant Director-General, Unesco.

Shri J. P. Naik :

From 1959-64, Adviser on Primary Education to the Ministry of Education, Government of India; Previously associated with the Bombay Education Department; Specialist on Primary Education.

Consultants

Sir Eric Ashby :

Master of Clare College, Cambridge, since July 1959; Fellow, Royal Institute of Chemistry; Professor of Botany, University of Manchester (1946-50); Vice-Chancellor, Queen's University, Belfast (1950-59); Member, University Grants Committee; President of the Association for Advancement of Science (1963).

Prof. P.M. S. Blackett :

Professor of Physics, Imperial College of Science and Technology since 1953; Pre-Rector since 1961; Fellow of several distinguished societies; Member, Scientific Policy Committee of European Organisation for Nuclear Research (1954-58); President, British Association for the Advancement of Science (1957-58).

Sir Willis Jackson :

Professor of Electrical Engineering, Imperial College of Science and Technology (1946-53 and 1961); Member, Central Advisory Council for England, Ministry of Education (1945-48); Member, Scientific Advisory Council, Ministry of Supply (1947-54); Member, University Grants Committee; President, Association of Supervising Electrical Engineers (1961-63).

Dr. Frederick Seitz :

Professor of Physics, University of Illinois; Chairman, Naval Research Advisory Council; Chairman, Governing Board, American Institute of Physics (1954-59).

Commonwealth Education Conference

A wide range of subjects—from illiteracy to scholarships—will come up for discussion at the third Commonwealth Education Conference to be held in Ottawa, Canada, from August 21 to September 4.

Shri M. C. Chagla, Union Minister of Education, will lead the Indian delegation to the conference. The other members of the delegation are: Dr. D. S. Reddi, Vice-Chancellor, Osmania University; Shri A. K. Ghosh, Secretary, Ministry of Education; Shri G. K Chandiramani, Joint Educational Adviser; Dr. P.D. Shukla, Deputy Educational Adviser; Shri B. N. Malhan, Secretary to the Education Minister; Shri A.J. Kidwai, Education and Scientific Adviser to the Indian High Commission in London; and the Indian High Commissioner in Canada.

The conference will review the working of the Commonwealth Scholarship and Fellowship Plan and schemes relating to technical education and supply and training of teachers. These schemes were initiated at the first Commonwealth Education Conference held in Oxford in 1959, and finalised at the second conference in New Delhi in January 1962.

In addition, the forthcoming conference will receive reports on the equivalence of qualifications awarded in different parts of the Commonwealth, co-operation in social education and education in rural communities, and the work of the Commonwealth Education Liaison Committee and the Commonwealth Education Liaison Unit.

The conference will also examine further co-operative arrangements in curriculum development, the provision of text and other books, guidance and counselling.

New areas of co-operation to be explored are the reduction of adult illiteracy, the use of mass media in education and the provision of vocational training.

The Association of Commonweaith Universities has invited Prof. Samuel Mathai, Vice-Chancellor. Kerala University to be one of the two principal speakers at the conference. The subject of Prof. Samuel Mathai's address at the conference will be "The Commonwealth Scholarship and Fellowship Plan in Relation to the Needs of Higher Education in Developing Countries". The other speaker, who will be from Britain, will speak on "Technical Education".

Dr. A. C. Joshi visits Paris, Oxford

Dr. A. C. Joshi, Vice-Chancellor, Panjab University, left for Paris on July 29 for attending the general assembly meeting of the Science Teaching Committee of the World Confederation of Organisations of the Teaching Profession from July 31 to August 6, 1964.

From Paris, Dr. Joshi proposes to go to Oxford to work out details of collaboration with the chairman of the Pergamon Press Ltd. for acquiring a printing press for Panjab University. He is likely to return to India by the middle of August.

Soviet Example in National Integration

Shri M.C. Chagla, Union Education Minister, who recently returned after a visit to the Soviet Union, pointed out in Bombay how the Soviet Union had succeeeded in bringing about national integration in spite of multiplicity of languages.

He said: "The Soviet Union has 15 independent republics and 50 languages. Notwithstanding that, they have achieved complete national integration. They have done this not by suppressing any language but by encouraging all the languages equally, while everybody learns the national language—Russian.

"Our position in India, with 16 linguistic States. is similar. If the Soviet Union can achieve national integration, I do not see why we cannot succeed," he said. "The moral is clear. We must encourage all our languages but we must have an overall national language."

Dr. Kothari Likely to Visit Russia

Dr. D. S. Kothari, Chairman, UGC, is likely to visit the Soviet Union shortly to discuss details of further Soviet assistance to strengthen centres of advanced studies, a report says. He will also discuss the possibility of Soviet assistance in setting up an Institute of Low Temperature Physics.

Preliminary discussions on these matters were held with the Soviet authorities by Shri M. C. Chagla during his recent visit to that country.

Another project in which Russia is reported to have shown keen interest is the establishment of 15 regional colleges of Engineering in India, eight of them under the U. N. Technical Assistance Programme.

Dr Joshi and Shri Pavate to Attend A.C.U. Meeting

Dr. A. C. Joshi, Vice-Chancellor, Panjab University, and Shri D. C. Pavate, Vice-Chancellor, Karnatak University, will represent the Inter-University Board of India at the Executive Council meeting of the Association of Commonwealth Universities to be held in London, Ontario (Canada) from September 11 to 15. They are also likely to visit some Canadian universities after the meeting.

The rod of justice thou hast given to every man on this earth and thy command is to strike where it is due. Let me take up that harsh office from thy hand with bent head and meek heart. Where forgiveness is sickly and self-indulgent, give me the strength to be cruel. Let truth flash out from my tongue like a keen sword at thy signal and let me pay my best homage to thee by righting wrong with all my power. Let thy wrath burn him into ashes who does what is unjust or suffers injustice to be done.

RABINDRANATH TAGORE

Indo-Afghan Cultural Pact Ratified

The Afghan National Assembly has unanimously approved the cultural agreement between Afghanistan and India, which was signed on October 4, 1963 by the Education Ministers of India and Afghanistan at Kabul.

The five-year agreement envisages further strengthening of cultural ties by exchanging cultural delegations, scientists, teachers, fellowships and scholarships. It also aims at promoting cultural and intellectual exchange by arranging concerts and exhibitions and holding sports competitions.

Asian and African Students in India

The Education Minister, Shri M.C. Chagla, said in the Rajya Sabha on June 4 that 3,726 foreign students from Africa and other countries of Asia were studying in various colleges and universities in India. During last year, 159 scholarships with a total value of Rs. 20,79,000 were sanctioned for the benefit of these students.

Foreigners Learning Indian Languages

Five hundred foreign students are reported to be learning modern and classical Indian languages in India.

These students, who come from Japan, Egypt and other Arabian countries, Russia, Britain and America, are learning Hindi, Urdu and Sanskrit. Most of them are studying in Delhi, Bombay and Calcutta.

Indian Team to Study Soviet Methods of Mass Education

Indian experts may be sent to the U.S.S.R. next autumn to study Soviet methods of running evening classes and correspondence courses.

Shri M.C. Chagla, who recently concluded his official visit to the Soviet Union, has found that the evening classes and correspondence courses in Russia are playing an effective part in the advancement of knowledge, and that India can adopt with profit these methods for the solution of its own problems in spreading education among the masses.

Hostel for Foreign Students

A 100-room hostel for foreign students, named the International Students' house, was recently inaugurated in Delhi by Shri M.C. Chagla, Union Education Minister.

Constructed by the Government-sponsorted International Students' Housing Society at a cost of Rs. 9 lakhs and managed by the Indian Council of Cultural Affairs, the new hostel has a swimming pool, a play ground, a tennis court, a library, a lounge and a radio room. Boarding and lodging facilities are provided at a moderate cost of Rs. 50 per month.

Speaking on the occasion, Shri Chagla said that the hostel was an experiment in international living. Students of different countries representing diverse races, cultures and religions would share the experience of common living and develop understanding and mutual respect for each other's cultures.

The new hostel, which has accommodation for 90 students and four tutors, is only the first phase of an ambitious programme to provide cheap accommodation for foreign students. In a year or two ICCA intends constructing another hostel where women students will also be accommodated.

British Institute Renamed

The British Institute of Radio Engineers, London, has been renamed as "The Institution of Electronics and Radio Engineers" w.e.f. February 27, 1964.

The recognition accorded by the Indian Ministry of Education to the graduate membership examination held by the institute will hold good for the same examination that may now be held by the institute under its new name.

Institute of Russian Studies

During his recent visit to the Soviet Union, Shri M.C. Chagla is understood to have paved the way for the setting up of an Institute of Russian Studies in New Delhi,

The institute, which is likely to be set up by July next year, will provide facilities for the study of Russian language and literature. The Soviet Union has undertaken to provide Russian professors and books.

It is stated the institute will provide a three-year degree course in Russian Studies and a short course in Russian Language for Indian students proceeding to the Soviet Union for advadced studies in Engineering and Technology and going to industrial establishments in the U,S.S.R.

Recognition of U.S. Degrees

The Government of India has decided to recognise the Master's degree in Engineering and technical subjects awarded by American universities institutions at par with corresponding degrees of Indian universities *for purposes of recruitment* to the Central Government Service, provided that the degrees are obtained from those universities/institutions whose undergraduate curricula/degrees are accredited by the appropriate American accrediting agencies and that the Master's degree is obtained after a first degree in the appropriate subject from a recognised institution.

PLEDGE TO FOLLOW NEHRU'S IDEALS

The new academic year at Indian Universities, colleges and other educational institutions began with students and teachers taking a solemn pledge to follow Nehru's ideals. They also observed two minutes' silence in memory of the departed leader.

The suggestion to this effect was made by Union Education Minister, Shri M.C. Chagla, in a letter to all State Education Ministers, Vice-Chancellors of universities, and heads of other educational institutions.

The pledge reads : "In memory of our departed revered leader, Jawaharlal Nehru, and as a memorial to his sacred memory, we the undersigned students of ...take this solemn pledge that we shall always follow his noble ideals, love our country with all our mind and heart, serve her to the best our ability, work towards the amelioration of the conditions of life of our fellowmen without difference of caste or creed, promote peace, harmony and goodwill, truthfulness and honesty, in short do all that was nearest to the heart of our great leader."

Chagla Calls for a National Educational Policy

Speaking on an unofficial resolution in the Lok Sabha on June 5, Shri M.C. Chagla, Union Education Minister, stressed the need for a national educational policy.

"Education is important both for national integration and for investment in human beings. If we want to achieve our political, social and economic goals, we can only do so through education and, therefore, in order that education can help us to achieve these goals, it must be national in character."

Shri Chagla said the present constitutional provisions posed certain administratlve difficulties in implementing a national and co-ordinated policy. It was "unfortunate" that education was not a concurrent subject. "I think it is tragic that when our Constitution-makers wrote our Constitution, they did not think of the importance of education for national integration," he remarked.

According to the present constitutional position, he said, each State could insist on having its own educational policy. He, however, expressed his satisfaction over the gesture shown by the State Education Ministers at their recent conference in agreeing to a co-ordinated policy, though without agreeing to a cons:itutional change.

Shri Chagla said he was not interested merely in the constitutional change but in "concurrence" and in all the States agreeing to the broad outlines of a national educational policy.

National Objective

By a national policy he did not mean a "uniform" policy. Uniformity, he conceded, was not possible. Each State had its own local and regional problems, its own financial problems. So a certain amount of flexibiliy must be permitted.

"But, then, there must be a clear conception of where we are going in education, what are we going to achieve, what are our objectives and what are our targets.

"I take it that the objective the target, we have is to have a unified, strong and powerful nation, a nation that believes in the secular ideal, a nation which believes in equality, a nation which believes in fighting poverty and in transforming a poor society into a prosperous society. If we all agree on these objectives, then it is not difficult to have a national educational policy."

The Education Minister deplored the fact that education was not given top priority. Whenever there was to be a cut, the first victim was education.

"We do not realise that education means investment in human beings. It is no use having s'eel mills and hydro-electric schemes if we have not got the human beings to run them. Therefore, education to my mind is more important than any other investment.

Low Expenditure

"And yet how much do we spend on education ? I am shocked to find that our expenditure on education...is one of the lowest as compared with any country. We are spending 2.6 per cent of the national income on education, as against the minimum of 4 per cent recommended for the developing countries. I must say to the credit of the States that they are spending 20, 25 and 30 per cent of their budget on education."

Shri Chagla then enumerated various problems of education. At the elementary stage, there was the problem of basic education and the difference of opinion on that, the controversial question whether there should be one shift or two shifts, and another whether elementary education should be undertaken by the local authority, the taluka or the municipality.

In the case of secondary education, a target of 12 years of school education followed by a three-year degree course had been laid down. It had, however, not been possible to bring about unformity so far. There was also the problem of teacher training.

Discussing the question of quantity *versus* quantity, he agreed that it was the duty of the State to give education to everyone in the country No citizen should be denied education. But at the same time, to built up a great nation, it was necessary to have men of the highest stature. It was essential, therefore, that for the next few years appropriate importance should be attached to quality. The Education Ministry would have some centrally-sponsored schemes which would pick out certain institutions and give them full support so that they could go to the top. These institutions should give the finest education that could be imparted in any country.

Post-graduate Studies

Shri Chagla also emphasized the importance of post-graduate studies. He complained that enough post-graduate students were not being trained and, therefore, the supply of teachers at the degree level was not adequate.

Dealing with the question of teachers' pay-scales, he said : "One of the tragedies of education in this country is that we have ceased to attract good men to the educational career."

Another problem needing attention was the education of women. In his words, "no nation can be considered educated unless its women are educated".

Sapru Committee's Report

The eight-man committee of Members of Parliament headed by Shri P.N. Sapru, appointed some time ago by the Union Ministry of Education to examine the provisions of the Constitution regarding the responsibility of the Central Government in the field of higher education, is understood to have come to the conclusion that higher education should be made a concurrent subject, if the Centre is to bear a greater financial responsibility and ensure better standards.

One member of the committee is, however, reported to have dissented with the majority opinion and pointed out that instead of amending the Constitution, the powers under the UGC Act should be fully utilized for the purpose of making higher education more effective.

New Universities

As against the addition of only one university during 1963, six new universities have been established during the current year. This brings the total number of universities in India from 55 to 61. Proposals for half-a-dozen more universities are under consideration.

The new universities established in 1964 are : Andhra Pradesh Agricultural University, Hyderabad ; Indore University; Jiwaji University, Gwalior ; Ravi Shankar University, Raipur ; the University of Agricultural Sciences, Bangalore and Agricultural University, Mysore.

In addition, the Central Government has recently recognised two institutions of higher education—the Birla Institute of Technology and Science, Pilani, and the Tata Institute of Social Sciences, Bombay—as "institutions deemed to be universities" for purposes of the University Grants Commission Act, 1956. The total number of institutions under this category now stands at nine.

F.R.I. May Become University

The Government of India has decided to move legislation for converting the Forest Research Institute, Dehra Dun, into a university, it is learnt. No Indian university at present has a faculty of Forestry or offers facilities for research in Forest Biology and allied fieids.

At present, the Forest Research Institute offers a two-year diploma course and a two-year certificate course in Forestry for persons sponsored by Central and State Forest Departments. It also offers facilities for post-graduate studies and research in Silviculture, Forest Satistics, Botany, Mycology, Entomology, Wood Preservation, Timber Engineering, Timber Mechanics, Wood Seasoning and Cellulose and Paper. It has been recognised by many Indian universities as a centre for post-graduate research work, and by FAO and IUFRO as an international centre for forestry training.

With the enactment of the proposed legislation, the institute would be entitled to grant its own degree of Ph. D. and D.Sc. by research, and B. Sc. in Forestry in place of the present diploma.

'Jawaharlal Nehru University'

The Union Ministry of Home Affairs has approved the proposal that the second university to be set up in Delhi be named "Jawaharlal Nehru University".

Legislation for the establishment of this university will be introduced in the next session of Parliament.

The new university, which will be located in South Delhi on a 1000-acre site, will lay emphasis on science, technology, medicine and agriculture.

The total cost of the project is estimated at Rs. 10 crores, of which Rs 3 crores will be the capital cost.

Meanwhile, it is proposed to develop the present Delhi University to the level of an international university, once the second university is set up in the Capital. The Ford Foundation is understood to have offered sizable financial assistance for the new project. A special planning unit to prepare development plans of the university is likely to be set up shortly.

Bangalore University Inaugurated

Shri M.C. Chagla, Union Education Minister, inaugurated Bangalore University on July 10.

The university, to be the first federal type of university in the South, will have 27 affiliated and constituent colleges which were previously attached to Mysore University. The century-old Central College, Bangalore will be its nucleus.

Speaking on the occasion, Shri Chagla pleaded that the new university should place special emphasis on science and technology, but without neglecting the humanities.

Jabalpur Agricultural University Soon

The Madhya Pradesh Agriculture Minister announced recently that the proposed agricultural university at Jabalpur would start functioning from October 2.

Dr. J.S. Patel, Agriculture Commissioner, Government of India, will be the first Vice-Chancellor of the proposed university, which is likely to be named after the late Shri Jawaharlal Nehru.

Steady Increase in Enrolment

According to a preliminary statistical report for 1963-64 prepared by UGC, enrolment at Indian universities, including Intermediate Boards. increased from 11,55,380 in 1961-62 and 12,72,666 in 1962-63 to 13,84,697 in 1963-64. showing an increase of approximately 20 per cent in two years.

The percentage of women students in the three successive academic years was 17.3, 18.5 and 19.5 respectively.

The staff-student ratio improved from 15.5 in 1961-62 to 16.3 in 1962-63 and 17.3 in 1963-64.

There were 55 universities and 2,111 colleges in 1963-64, as against 54 universities and 1,938 colleges in 1962-63 and 46 universities and 1,763 colleges in the year preceding.

There was a perceptible rise in the number of teaching departments at the universities. This rose from 904 in 1961-62 to 941 in 1962-63 and further to 1,102 in 1963-64.

Indian Academy of International Law and Diplomacy

An Indian Academy of International Law and Diplomacy is proposed to be established in Delhi.

The first of its kind in Asia, the academy will offer a three-month certificate course and a specialised diploma course in selected subjects, such as Law of International Rivers, Law of Air and Outer Space, International Court of Justice and Private International Law.

The only other institutions doing similar work are the School of International Law and Diplomacy attached to Harward University, U.S.A., and the International School in Geneva.

Institute for Social Sciences, Humanities

The Government of India, it is said, has decided to establish an institute for higher studies in social sciences, humanities and comparative religions in Rashtrapati Niwas, Simla. The institute is likely to start functioning next year.

Scholarships & Awards

Inter-University Scholarships

The University Grants Commission, it is understood, has decided to institute a national scholarship scheme, under which outstanding graduates would be enabled to pursue their post-graduate studies leading to a Master's degree in humanities or science at places which offer the best available guidance and facilities in their respective fields of study.

The scheme, which is likely to be introduced this year, also aims at promoting national integration by bringing together students from different regions.

It is proposed to allocate 250 scholarships to various universities, which shall select their outstanding graduates for post-graduate studies at other universities.

The value of the scholarship, tenable for two years, is Rs. 120 per month. In addition, each student will get Rs. 100 initially to cover his incidental expenses, Rs. 200 per annum for the purchase of books, and actual second class railway fare from the centre of study to his home place once a year.

U. G. C. Fellowships

For 1964-65, UGC has awarded 41 senior and 136 junior research fellowships in science, humanities and social sciences. The senior fellowship is of the value of Rs. 500 per month and the junior fellowship of Rs. 300 per month.

UGC has also allocated 265 post-graduate research scholarships to 41 universities for the year 1964-65.

Travel Concessions for Teachers

It has been decided to extend travel concessions to teachers of the Central universities in conformity with the provision in this respect existing for the Central Government employees. Other universities may also be asked to follow suit.

'Jawaharlal Nehru Award'

In appreciation of the outstanding contribution to the promotion of international understanding and friendship between peoples of different countries by Shri Jawaharlal Nehru, the Indian Council for Cultural Relations has decided to institute immediately a "Jawaharlal Nehru Award".

The award is proposed to be given every year to a person of pre-eminence who has contributed most, particularly during the preceding year, to the ideal of world peace and the brotherhood of man by dedicated service in the field of international understanding and friendship between peoples of different countries. The amount of the award will be Rs. one lakh.

'Nehru Prize'

The Federal Republic of Germany has offered to institute a "Nehru Prize" at Delhi University, commemorating the late Prime Minister's interest in scholarship and historical research.

The prize, which will be of the value of DM 3,000 (Rs. 3,500), will be awarded every year (for a period of ten years) to a scholar who submits the best thesis on a theme relating to Indo-German relations in the cultural and historical fields.

Scholarships for Studies in Hindi

During 1964-65, the Government of India will award 1,000 scholarships for post-matriculation studies in Hindi to students of non-Hindi-speaking areas.

For application forms and other particulars, desiring candidates should contact the Director of Public Instruction/Director of Education of their States.

Fellowships for Agricultural Studies

The Board of Agricultural Education has recommended that 5 per cent of the students applying for post-graduate studies in agricultural colleges should be given fellowships of the value of Rs. 250 per month, and 5 per cent of the students joining approved agricultural veterinary and home science colleges for the degree course be awarded fellowships worth Rs. 200 per month.

U. S. Scholarship for Agricultural Studies

A scholarship fund has been established in the U. S. A. to enable students from farm families in India to attend U. P. Agricultural University in Pant Nagar.

The first scholarship, to be offered this year, is valued at Rs. 600 ($126). By 1967, the number of scholarships will be increased to four.

The scholarship fund was initiated with a $126 donation from Prof. R. J. Webb, until recently Adviser to the Director of Farms at U. P. Agricultural University.

German Fellowships

The Alexander Von Humboldt Foundation has announced the offer of fellowships for advanced research at universities and research institutes in the Federal Republic of Germany during the academic year 1965-66. The grantee will be paid a scholarship of DM 800 (approximately Rs. 940) per month for a period of ten months. Travel expenses will be borne by the Foundation where they are not met by the government or the organisation to which the grantee belongs.

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Summer Institutes

Chemistry

Thirty-nine secondary school teachers, including six women teachers, from Rajasthan, Uttar Pradesh, Punjab and Delhi attended the summer institute in Chemistry organised by Rajasthan University from June 8 to July 15, 1964, under the directorship of Prof. R C. Mehrotra Head of the university Department of Chemistry.

The main objective of the institute, sponsored jointly by UGC, NCERT and USAID, was to introduce to the participants the newer approaches in the teaching of Chemistry. The materials prepared by the Chemistry Education Material, (CHEM) Study Group in the U.S.A. formed the central theme of the programme.

The programme comprised group discussions, practicals, classroom demonstrations and film shows on the Chem Study Group material.

Dr. Hiebert and Mr. Merritt came as visiting teachers from the U.S.A. to share their experience of running summer institutes on the basis of the Chem Study Group material.

Among the other distinguished visitors who gave talks at the summer institute were : Dr. D.S. Kothari, Chairman, UGC; Dr. B.D. Laroia, Secretary, IUB; Prof. R.C. Kapoor, Jodhpur University; Prof. A.R. Kidwai, Aligarh Muslim University; Dr. R.N. Rai, NCERT; Dr. J. Paul Leonard; and Dr. T. Garai, Budapest University, Hungary.

Similar institutes for higher secondary school teachers in Chemistry were held on zonal basis at Osmania, Poona and Burdwan Universities.

The institute at Osmania University was attended by 44 teachers. Two American visiting professors—Dr. Milton Tamrres of the University of Michigan; and Mr. Kenneth V. Fast, Board of Education, Missouri—served as scientist-consultants.



Prof. R.C. Mehrotra, Dr. J. Paul Leonard, Dr. Hiebert and Dr. D.S. Kothari (back to the camera) are seen engaged in a keen discussion at the summer institute in Chemistry held at Rajasthan University.

For College Teachers

Institutes in Chemistry for college teachers were held at S.V. Vidyapeeth and Jadavpur, Osmania and Panjab Universities.

The institute at Osmania University, held from June 9 to 11, was attended by 28 teachers from different colleges in the South. The visiting scientists included Prof. W.T. Lippincott, Ohio State University; Prof. T.R. Seshadri, Delhi University; and Dr. Jagadish Shanker, Atomic Energy Commission.

The institute at Sardar Vallabhbhai Vidyapeeth was attended by 42 colleges teachers from Rajasthan, Maharashtra, Madhya Pradesh and Gujarat. Prof. Tobias of Minnessota University (U.S.A.) was the visiting scientist-cousultant.

Prof. R.C. Brastead of the University of Minnessota (U.S.A) assisted as a visiting professor of the summer institute held at Jadavpur University.

Physics

Forty-five secondary school teachers from Punjab, Rajasthan, Uttar Pradesh and Madhya Pradesh attended the summer institute in Physics held at Banaras Hindu University from June 8 to July 15. It was directed by Prof. A.R. Verma, Head of the university Physics Department. He was helped by Prof. K.C. Clark of the University of Washington and Prof. B.F. Swan of the University of Chicago.

A similar institute was organised at Karnatak University in which about 43 teachers from Andhra Pradesh, Madras, Kerala and Mysore participated.

Two other summer institutes for secondary school teachers in Physics were held at Gujarat and Gauhati Universities.

For college teachers in Physics, summer institutes were organised at Bombay, North Bengal, Saugar and Sri Venkateswara Universities.

Biolgy

The summer institute for college teachers in Biology held at Aligarh Muslim University from June 9 to July 8 was attended by 38 teachers

from various colleges of Punjab, Delhi, Kashmir and Uttar Pradesh.

Prof. A.K. Chowdhury and Prof. A. Basir Khan, Heads of the Departments of Botany and Zoology of the university, acted as its director and joint director respectively. Dr. John L. Crites, Associate Professor of Zoology, Ohio State University, was the foreign consultant.

Similar institutes for college teachers in Biology were organised at Banaras, Kerala and Annammalai Universities on zonal basis.

The institute at Banaras Hindu University was held under the direction of Prof. R. Mishra, Head of the university Department of Botany, and was attended by 45 teachers from Bihar, Bengal, Assam and Orissa. Dr. C.W. Ellett, an American expert was associated with the institute.

Annamalai University arranged the institute at the Marine Biological Station at Porto-Novo under the directorship of Prof. R.V. Seshaiya. Biology institutes for secondary school teachers were held at Bombay, Delhi, Madras and Utkal Universities.

Mathematics

The Mathematics Department of Kurukshetra University organized a summer institute for 50 secondary school teachers of Mathematics at Rashtrapati Niwas, Simla from June 8 to July 11. Prof. S. D. Chopra, Head of the Department, directed the institute.

Two U.S. consultants, Prof. M.F. Rosskopf of Teachers' College, Columbia University, and Mr. P.D.M. Pereira of New Trier Township High School, Winnetka, Illinois, assisted in the academic programme of the institute.

The participants were also addressed by Shri Suraj Bhan, Vice-Chancellor. Kurukshetra University, and Dr. J.P. Leonard, Chief of the Teachers College, Columbia University Team in India.

Similar institutes were held at Baroda. Mysore and North Bengal Universities.

Institutes in Mathematics for college teachers were organised at Delhi, Gujarat, Madras and Patna Universities.

Summer Institutes for Polytechnic Teachers

Four summer institutes for polytechnic teachers, sponsored by the Ministry of Education and the Association of Principals of Technical Institutions, were organised at Chandigarh, Madras, Jadavpur and Ahmedabad, from June 15 to July 24. About 100 teachers from polytechnics of the four regions participated in each programme.

The United States Agency for International Development (USAID) provided the services of 16 American consultants in Electronic, Mechanical, Civil and Industrial Engineering—four for each centre.

High Energy Physics

The Institute of Mathematical Sciences, Madras, will hold its first summer school in High Energy Physics in Bangalore from August 24 to September 14, 1964, with financial assistance from CSIR.

The school will be inaugurated by Shri C. Subramaniam, Union Minister for Food & Agriculture and patron of the institute. Shri R. Venkataraman, Chairman of the Board of Governors of the institute, will preside over the inaugural function.

The following scientists from outside India will be the guest lecturers: Prof. K. Syamnazik, New York University, U.S.A.; Prof. E.R. Caianiello, Naples University, Italy; Prof. R. Oehme, University of Chicago, U.S.A.; Dr. F. Calogero, University of Rome, Italy; Dr. A. Fujii. Tokyo University, Japan; and Dr. J. Lukierski, University of Wroclaw, Poland.

Supplementary lectures will be given by Drs. R. Vasudevan, N.R. Ranganathan, T.K. Radha and K. Venkatesan. who are members of the institute. A few scientists from other institutions in India are also expected to give talks on current topics.

'Science and the Nation'

The symposium, which was inaugurated by the President, Dr. S. Radhakrishan, reviewed achievements and shortfalls in the application of scientific knowledge to various nation-building activities during the current Plan period. About 90 papers were received for discussion.

The symposium recommended the setting up of a separate Ministry of Science or a National Commission on Scicnce to take care of the country's scientific and technological development.

It also called for greater collaboration between Afro-Asian countries in the development of science and technology.

The symposium was divited into eight sessions, each dealing with a specific developmental programme. The Chairman of the respective sessions were : Dr. K.L. Rao (Irrigation and Power) ; Prof. Humayun Kabir (Petroleum and Chemical) ; Shri P.S. Rao (Steel and Heavy Industries) ; Shri C. Subramaniam (Food and Agriculture) ; Shri Ram Subhag Singh (Transport and Communications Dr. Sushila Nayar (Health, Building and TownPlanning Shri T.T. Krishnamachri (Planning Survey, Organisation and Training in Science) ; and Dr. H.J. Bhabha (Science and International Relations).

President's Address

In his inaugural address, Dr. Radhakrishnan said that acquisition of a scientific outlook, temper and apporach was more important than accumulation of scientific knowledge He added that thc development of a scientific technological order "does not commit us to spiritual aridity and inertia".

Shri Ashoka Mehta, Deputy Chairman, Planning Commission, and Dr. Hussian Zaheer, Director-General of CSIR, also spoke at the inaugural session.

Shri Mehta indicated that it might be possiblc to provide Rs. 400 to Rs. 500 crores—almost double the third Plan provision—for scientific research during the fourth Plan peried, provided the scientists could give an assurance that the investment would yield "quick" results. Dr. Zaheer called for an integrated approach to scientific research in the fourth Plan.

ALL-INDIA* ENROLMENT, FACULTYWISE, AT UNIVERSITY LEVEL

1962-63 and 1963-64

Faculty	Total		P.U.C.		Pre-prof.		Inter		Graduate		Post-Graduate		Research		Dip./Cert.	
	1962-63	1963-64	1962-63	1963-64	1962-63	1963-64	1962-63	1963-64	1962-63	1963-64	1962-63	1963-64	1962-63	1963-64	1962-63	1963-64
Arts ...	5,35,291	6,79,049	1,19,091	1,32,902	—	—	1,06,617	1,06,093	8,56,945	2,85,553	42,136	43,908	2,529	2,862	7,973	7,731
Science ...	3,90,174	4,35,925	1,20,125	1,37,073	—	—	84,071	84,258	1,68,548	1,95,297	15,292	17,000	2,025	2,251	113	46
Commerce ...	1,21,971	1,30,578	26,573	25,266	—	—	19,833	18,837	67,873	78,283	6,460	7,027	224	229	1,008	936
Education ...	25,638	26,727	—	—	—	—	—	—	20,627	22,380	954	1,361	81	135	3,976	2,851
Engineering & Technology ...	68,589	73,015	—	—	8,932	5,566	—	—	51,774	61,677	423	1,386	195	178	6,265	4,208
Medicine ...	49,546	54,708	—	—	8,238	6,000	44	45	36,788	44455	2.372	2,267	126	68	1,978	1.873
Agriculture ..	38,837	41,116	90	130	3,460	2,192	17,996	18,225	15,444	18,199	1,698	2,204	59	60	90	106
Veterinary Science ...	5,524	5,624	—	—	181	281	—	—	5,900	4,928	240	274	13	22	—	119
Law ...	28,944	29,571	—	—	—	—	—	—	28,070	28,088	687	1,214	37	64	150	205
Others ...	8,152	8,384	—	53	—	—	5,320	5,666	646	747	35	44	8	26	2,143	1,848
Total ...	12,72,666	13,84,679	2,65,879	2,95,424	20,811	14,039	2,33,881	2,33,124	6,51,805	7,37,607	71,297	76,685	5,297	5,895	23,696	19,923

* Includes enrolment in Intermediate Colleges.

STATEWISE AND FACULTYWISE UNIVERSITY ENROLMENT* IN INDIA

1963-64

State	Total Enrol-ment	Arts		Science		Commerce		Education		Engg. & Tech.		Medicine		Agriculture		Vet. Science		Law	
			%		%		%		%		%		%		%		%		%
Andhra ...	73,072	16,128	22.1	35,552	48.7	4,809	6.6	1,322	1.8	5,510	7.5	6,158	8.4	1,283	1.7	738	1.0	1,215	1.7
Assam ...	46,239	31,931	69.1	8,253	17.8	2,706	5.9	306	0.7	983	2.1	999	2.2	329	0.7	246	0.5	486	1.0
Bihar ...	1,13,951	66,927	58.7	27,776	24.4	5,831	5.1	513	0.5	6,508	5.7	2,526	2.2	944	0.8	623	0.5	2,296	2.1
Gujarat ...	73,316	26,857	36.6	20,920	28.5	9,677	13.2	1,131	1.5	6,188	8.4	3,241	4.4	1,137	1.6	—	—	3,447	4.8
Jammu & Kashmir ...	11,407	4,982	43.7	4,049	35.5	213	1.9	434	3.8	782	6.8	635	5.6	312	2.7	—	—	—	—
Kerala ...	66,323	17,451	26.4	34,444	51.9	4,701	7.1	2,409	3.6	3,922	5.9	2,317	3.5	281	0.4	318	0.5	462	0.7
Madhya Pradesh ...	74,824	30,957	41.4	18,746	25.1	9,144	12.2	1,922	2.6	5,680	7.6	3,479	4.6	1,600	2.1	501	0.7	2,533	3.4
Madras ...	74,193	18,301	24.7	35,097	47.4	4,637	6.2	2,110	2.8	5,477	7.4	5,451	7.3	975	1.3	705	1.0	1,195	1.6
Maharashtra ...	1,51,207	54,048	35.7	47,173	31.3	25,562	16.9	3,312	2.2	5,783	3.8	6,778	4.5	3,382	2.0	326	0.2	4,810	3.2
Mysore ...	68,082	15,976	23.5	29,993	40.0	6,031	8.9	1,149	1.7	7,628	11.2	4,087	6.0	934	1.4	361	0.5	1,923	2.8
Orissa ...	22,379	9,604	42.9	7,548	33.7	565	2.5	399	1.8	1,420	6.3	1,508	6.7	748	3.3	238	1.2	349	1.6
Panjab ...	68,358	33,125	48.5	15,890	23.3	1,023	1.5	4,469	6.5	6,541	9.6	4,193	6.1	1,693	2.5	365	0.5	699	1.0
Rajasthan ...	37,809	14,883	39.4	9,275	24.5	6,526	17.3	1,006	2.7	2,482	6.6	1,494	3.9	1,103	2.9	192	0.5	848	2.2
Uttar Pradesh ...	3,18,165	1,43,981	45.3	96,431	30.3	23,570	7.4	4,000	1.3	7,186	2.2	5,239	1.6	25,944	8.1	840	0.3	4,973	1.6
West Bengal ...	1,58,440	75,524	47.7	41,710	26.3	23,895	15.1	2,061	1.3	6,185	3.9	4,430	2.8	451	0.3	171	0.1	3,645	2.3
Delhi ...	26,932	18,374	68.2	3,068	11.4	1,688	6.3	184	0.7	740	2.7	2,173	8.1	—	—	—	—	690	2.6
All India ...	13,84,697	5,79,049	41.8	4,35,925	31.5	1,30,578	9.4	26,727	1.9	73,015	5.3	54,708	4.0	41,116	3.0	5,624	0.4	29,571	2.1

*Includes enrolment in intermediate colleges.

Based on a preliminary statistical report prepared by UGC.

Campus News

Staff Hostel

Completed at a cost of Rs.2,40,000 and providing accommodation for 24 single teachers, the new staff hostel on the campus of Kurukshetra University will partially solve the acute shortage of residential accommodation for teachers of the university.

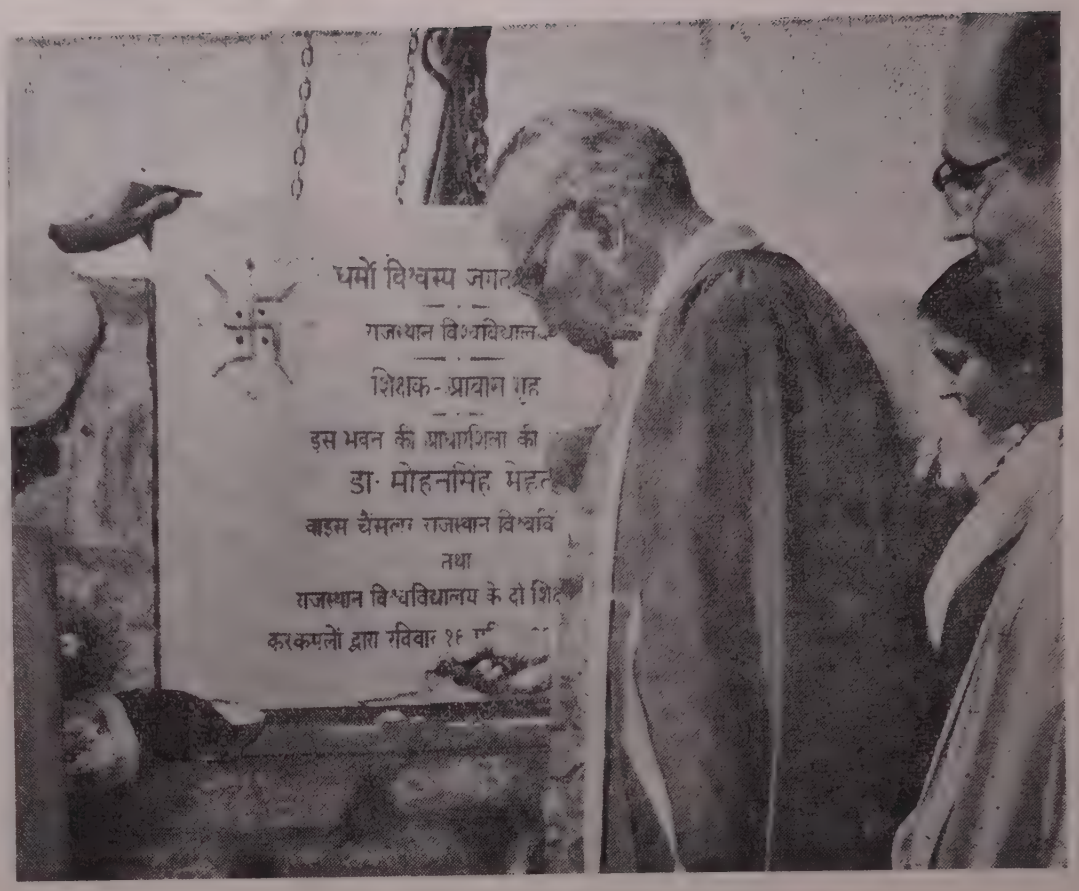
A scheme has also been approved for the construction of another staff hostel for married teachers with small families.

Gandhi Bhavan

The construction of Gandhi Bhavan has been completed at the Jadavpur University campus and it is expected to be commissioned soon. Acharya Vinoba Bhave laid the foundation stone of the Bhavan in June last year.

Library Building

The President, Dr. S. Radhakrishnan, declared open the new library building of Sri Venkateswara University at Tirupati on July 12.



Dr. M.S. Mehta, Vice-Chancellor, Rajashan University, lays the foundation stone of a teacher's hostel at the university campus.

NEW COURSES OF STUDY

Burdwan University intends to start a *Department of Botany* during the current session, in addition to the existing Departments of Science, Arts and Commerce.

Delhi University : proposes to start diploma courses in Opthalmology, Radiology, Obstetrics and Gynaecology and Otolaryngology in the Faculty of Medical Sciences.

Jadavpur University is starting a degree course In *Library Science* from the current session.

Kerala University : An integrated two-year *pre-degree course* has been started this year. It includes the portions covered in the one-year pre-university and the one-year pre-professional courses. Students who pass this course with the appropriate optional subjects can proceed directly to professional courses in Engineering, Medicine, Agriculture, Veterinary Science, etc.

The *Engineering* course will revert to the old four-year pattern with effect from the academic year 1966-67. The present pre-professional course in *Medicine* will be discontinued from June 1966.

UGC has approved the university's proposal for starting part-time courses in *Business Management* and *Industrial Management* with an annual intake of 30 students for each course.

Madras University : With a view to meeting the increased demand for trained personnel in town planning the All-India Council for Technical Education has approved a scheme for the institution of full-time as well as part-time courses in *Town Planning*, at the School of Architecture Madras University. The courses, with an annual intake of 20 students, are to be started from the academic session 1964-65.

The School of Architecture, Madras University, will serve as a regional centre for conducting courses in Town Planning and the students sponsored by the adjoining States of Kerala, Andhra and Mysore etc. will be eligible for admission to the course.

M.S. University of Baroda plans to institute post-diploma courses in Automobile Engineering and Refrigeration & Air-conditioning, and part-time courses for State diplomas in Engineering.

Osmania University : A two-year post-graduate *Master of Business Administration* course (day-time) has been introduced with effect from July 1964.

Panjab University : A diploma course in *Public Health* has been instituted.

Punjab Agricultural University has decided to start two-year M.Sc. courses in *Zoology* and *Botany* at the College of Agriculture, Ludhiana, from July 1964. To start with, there will be only 15 seats in each course, which for the present will be reserved for the nominees of the Punjab Education Department.

There will also be M.Sc. (Honours) courses in Zoology and Botany for students who have already obtained B.Sc. (Honours) in these subjects. The duration of each course will be one year, and

the students will be required to devote their full time on a research problem.

M.Sc. (Agri.) classes in *Animal Husbandry*, *Agronomy*, *Botany*, *Genetics* and *Soils* are being started at the College of Agriculture, Hissar, For some time, however, the classes would be held at the Ludhiana campus because the hostel facilities at Hissar are not yet adequate.

From November 1964, the university will enrol candidates for the Ph.D. degree. The total number of seats available in the different departments is 20.

A school of *Home Science* and a College of *Agricultural Engineering* would start functioning at Ludhiana from the next academic year.

Rajasthan University : Honours courses have been introduced in undergraduate colleges in the following subjects : Economics, Political Science, History, English, Hindi, Mathematics, Chemistry, Philosophy, Sociology and Accountancy.

The University Law College has started a new diploma course in *Criminology* and *Criminal Administration* for post-LL B. students.

Shivaji University has started post-graduate courses in Chemistry, Physics, Botany, Zoology and Mathematics from July 1964, with an overall intake of 54 students.

Sri Venkateswara University proposes to start this year a *Department of Music* and to offer instruction for the degree of Master of Music.

Permission has been accorded to the Adoni Arts & Science College, Adoni, to start the *B. Com.* course.

From this year, the duration of the B.A. (Evening) courses has been reduced from 4 years to 3 years—the duration prescribed for the regular day courses.

SNDT University : The Department of *Nursing* of the SNDT College for Women, Bombay, has been converted into a full-fledged college named the Leelabai Thackersey College of Nursing for Women ; and the Department of Education, SNDT College for Women, Poona, has been converted into the SNDT College of Education for Women.

The SHPT School of *Library Scienc*, Bombay, has upgraded its course which will now lead to the degree of Bachelor of Library Science.

The post-graduate course in *Nutrition* will commence at the College of Home Science of this university from July 1964.

S. V. Vidyapeeth: Approval has been received from UGC for the establishment of a *Department of Rural Development*. In addition to post-graduate teaching and research the proposed department will promote extension activities in rural areas,

Visva-Bharti : Proposes to institute B.Sc. (Honours) courses in Botany and Zoology.

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NEW COLLEGES AND AFFILIATIONS

Burdwan University has given affiliation to two new undergraduate colleges—one in the Burdwan district and the other in the Hooghly district from the academic session 1964-65.

Delhi University : Three new colleges —one for girls—have been set up in Delhi to cope with the increasing rush of admissions. About 1,000 students have been enrolled in the three colleges.

Indore Ueiversity : Sixteen colleges, having a total of about 12,000 students in Indore district, discontinued their affiliation with Vikram University and came under the purview of the new Indore University which began its first academic year on July 1. Of the 16 colleges, eight will be constituent colleges.

Rajasthan University : The Malviya Regional Engineering College, Jaipur, was formally inaugurated by the Chief Minister of Rajasthan on July 14, 1964.

Saugar Universlty : With the establishment of Ravi Shanker University, Raipur and Jiwaji University, Gwalior, with effect from May 1964, 37 colleges have been transferred to the jurisdiction of the new universities—35 to Ravi Shanker and 2 to Jiwaji University.

Srivenkateswara : Consequent on the starting of Andhra Pradesh Agricultural University this year, the Andhra Veterinary College, Tirupati, and the Sri Venkateswara Agriculturai College, Tirupati, formerly affiliated to this university, have been transferred to the Agricultural University.

ADMISSIONS

Osmania University : With effect from June 1964, students who have passed pre-professional or Intermediate examinations will not be eligible for admission to the second year of the three-year degree course.

Srivenkateswara : Admissions to special courses will henceforth be made in the second year of the three-year degree course on the basis of the candidates' performance in the first year. Again, their continuance in the special course during the third year will depend on their passing the special papers prescribed for the second year. There will thus be no special paper in the first year of ths three-year degree course.

EXAMINATIONS

Agra University has made it compulsory for regular students to secure at least 25 per cent of the aggregate marks in at least three periodical tests, including one examination covering all subjects, to be eligible for the university examinations.

Osmania University has decided to allow NCC cadet instructors recruited during the national emergency to apear as private candidates at the university examinations in the Faculty of Arts.

The period of service rendered by medical graduates in the Army Medical Corps during the national emergency will be treated as equivalent to housemanship.

Foreign and Indian students who had their entire schooling abroad will be exempted from the study of a compulsory Indian language for the pre-university examination.

Scientific and Technical Personnel

The out-turn of scientific and technical personnel holding degrees and diplomas has increased three to four times between 1960 and 1963. As a result, more than 200,000 engineers are available today compared to about 60,000 in 1960.

According to the survey conducted by the National Register Unit of CSIR, two-thirds of the scientific and technical personnel in India are employed in the public sector.

The employment of graduate engineers in the private sector widely varies from 10 per cent in civil engineering works to about 45 per cent for chemical engineers.

Most of the post-graduate scientiste are working in government organisations and educational institutions ; only about 5 per cent of them are employed in the private sector.

The survey reveals that industrial employment accounts only for a small fraction of the available scientists and engineers. Many of them are working in technical fields outside industry, and are thus contributing only indirectly to industrial activity. This is in sharp contrast with other industrially developed countries. For instance, in the U.S.A., 40 per cent of the scientists and 60 per cent of the engineers are working in the manufacturing industry.

Excess of Engineers

The Institute of Applied Manpower Research, New Delhi, has estimated that there will be a surplus of 30,000 engineers in the fourth Plan if the revised targets for expansion of engineering colleges and polytechnics, fixed in response to the national emergency, are implemented during the current Plan period.

According to the institute, the supply of engineers will increase from 246,000 to 443,000, that is by 197,000 during the fourth Plan period, whereas the demand will grow by only 167,000—65,000 graduate engineers and 102,000 diploma holders—during the same period.

Botanists in India

According to the National Register Unit, there were about 5,000 post-graduate botanists in India in 1960, of whom 3,400 were registered with the unit.

About 15 per cent of the registrants possessed a doctorate degree in the subject. Seventy-five persons (2 per cent) possessed a Master's degree in alternative subjects, of which Agriculture accounted for 51.

Of the 5,000 botanists estimated in the age group below 60, 55 per cent were below 30, 29 per cent in their thirties, and 16 per cent in the age group 40-60.

The distribution of the botanists according to the type of employment organisation, shows that 61.2 per cent were employed in universities and colleges, 4.9 per cent in schools, 17.1 per cent in research institutions and 11.1 per cent in government services. Only 1.3 per cent were employed in industries.

Persons domiciled in U.P. constituted about a fourth of the total registrants. A study of the botanists' mobility pattern shows that Maharashtra, Delhi, Madhya Pradesh and Bihar have attracted large numbers from outside, whereas the outflow from Uttar Pradesh, Kerala, Andhra, Madras, Mysore and Punjab is fairly marked.

C.S.I.R Annual Report

According to the annual report of the Council of Scientific and Industrial Research for 1963-64, published recently, there are 29 national laboratories, 3 research units and 10 research committees functioning under the Council.

During the year under report, 518 research schemes were in progress and 652 research papers were published. More than 650 fellowships were awarded under various research schemes. The number of *ad hoc* fellowships awarded during 1963-64 rose from 813 to 1822, of which 259 were awarded in the national laboratories and the rest in universities, colleges and other research institutions in the country.

Admissions to Technical Courses on All-India Basis

The All-India Council for Technical Education has recommended the removal of inter-State restrictions on admissions to technical institutions in the country.

According to the Council, these admissions should not be restricted on the basis of domicile or nativity and should be made on the basis of merit. As many ex-State students as possible should be admitted on merit, reaching up to 25 per cent in course of time.

The Council's recommendations, which are in conformity with the view expressed by the study team on national integration appointed by the Union Home Ministry, have been recently communicated to all State Governments and universities for implementation.

International Geographical Congress

Over 2,000 delegates from 63 countries, including India, attended the 20th International Geographical Congress held in London from July 21 to 31. The congress was inaugurated by Queen Elizabeth.

The following main themes were covered by the 1,000 scientific papers presented to the congress : Geography of Population and Settlement, Economic Geography, Climatology, Hydrology, Glaciology, Oceanography, Biogeography, Geomorpholgy, Historical Geography, Applied Geography, Regional Geography. and Cartography.

Among the Indian delegates to the London congress were Prof. O. Bhardwaj, Government College, Ludhiana ; Dr. G.S. Gosal, Panjab University, Prof. D. N. Kar, Presidency College, Calcutta ; Prof. Muzafer Ali, Saugar University, Dr. M. Shafi, Aligarh Muslim University; Dr. R.L. Singh, Banaras Hindu University ; Dr. S.M. Alam, Osmania University ; Dr. S.P. Chatterjee, of the National Atlas Organization Calcutta; Dr. (Miss) P. Sen Gupta of the Office of the Registrar-General of India, New Delhi ; Shri L S. Bhat, of the Indian Statistical Institute, New Delhi ; and Shri Someshwar Dayal, of Maps and Atlases Publication Ltd., Madras.

The congress is held every four years. The first meeting took place in 1871.

Indian Scientist in Britain Makes Scientific History

Dr. Jayant Vishnu Narlikar, the 25-year-old Indian mathematician, at present a Fellow at King's College, Cambridge, made scientific history recently when he presented, with Prof Fred Hoyle. Plumian Professor of Astronomy and Experimental Philosophy at Cambridge, the paper on a new theory of gravity to the Royal Society in London.

Dr. Narlikar has been at Cambridge since 1957 and gained his doctorate last year.

The new theory evolved by Narlikar and Hoyle is an improvement on the 1916 Einstein theory of gravity, and has already become a sensation in the world of science.

According to Einstein, matter behaves as it does because of the properties of space and time. But according to the new theory, gravity is something belonging to matter. If all the matter was removed, gravity would also cease to exist. In other words, gravity depends on the density of matter in the universe.

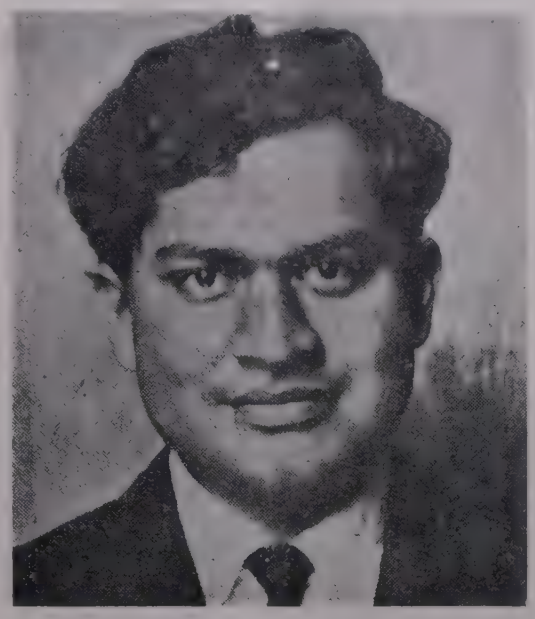
At the Royal Society meeting, Hoyle and Narlikar pointed out that the mathematical formulae used by Einstein to describe gravity could as well describe anti-gravity by changing an arbitrary minus sign to a plus. This, as Hoyle put it, would make the apple fly away from Isaac Newton instead of falling on his head.

Future Plans

Dr. Narlikar said in an interview in London that he would be working in Cambridge for the next two-three years before returning to India, where he would work at some university.

"Mathematics is my first love," he said. "Right from my school-days I liked it."

It was after gaining his B Sc. in 1960 fram Banaras Hindu University, where his father was Professor of Mathematics, that young Narlikar went to Cambridge and decided that he wanted to work in the field of astronomy. He showed his genius in 1961, when he attended a conference on "Evidence for Gravitational Thoeries" in Italy. In 1962, he represented Cambridge University at the Relativity Conference in Vienna, and again, in 1963, at the World Astronamical Conference in Greenwich.



Dr. J. V .Narlikra

Fourth Regional Medical College

Named after the Hindu savant, the Lord of Medicine Dhanvantari, the fourth regional post-graduate medical college and hospital in the country was inaugurated on July 13 by the President, Dr. S. Radhakrishnan. The other three institutions are in Madras, Chandigarh and Calcutta, besides the All India Medical Institute in New Delhi.

Speaking on the occasion, the President said that Indian students were in no way inferior intellectually to those in other countries, but that was not enough if they wanted to keep abreast with modern developments. He reminded the students that whereas in advanced countries people suffered because of affluent means of living, people in India suffered because of poverty.

The Union Health Minister, Dr. Sushila Nayar, who presided over the function, said it had been decided to develop the 160-acre area around the college into a regional institute of post-graduate medical education and research, and name it after the late Shri Jawaharlal Nehru.

German Fellowships

(*Contd. from page 7, col. 3*)

The followships are open to scholars in all disciplines who meet the following requirements : (a) have successfully completed a full course of studies in their field of specialisation and hold degrees or diplomas equivalent to the German doctorate or "Staatsexamen" and, in the case of medical studies, have completed the required clinical housemanship ; (b) have been employed in teaching or research at university level at least for two years ; (c) have sufficient knowledge of German ; and (d) are not older than 35.

September 25, 1964 is the last date for receipt of applications on prescribed forms, copies of which can be obtained from the German Academic Exchange Service, New Delhi or one of the Consulates of the Federal Republic of Germany in Bombay, Calcutta or Madras.

Royal Society Bursaries

The Royal Society and Nuffield Foundation invite applications under the Commonwealth Bursaries Scheme, from scientists of proven worth for awards to help them pursue research in natural sciences in a Commonwealth country for periods of 2 to 12 months. Travel and maintenance grant is given at a rate depending on the living cost in the country concerned, on the basis of £600 a year in Britain.

For visits during January-June 1965, applications should be submitted not later than September 15. 1964, to the Executive Secretary, Royal Society, Burlington House, London, W.I., from whom application forms and fuller particulars may be obtained.

In 1963, 24 awards of bursaries were made (against 56 applications considered)—15 for visits to the United Kingdom (4 from Australia, 1 from Canada, 5 from India, 1 from Jamaica, 1 from New Zealand 1 from Nigeria, 1 from Sierra Leone and 1 from Singapore) and 4 for visits between countries of the Commonwealth other than the United Kingdom.

Facilities for Higher Education in the U.S.A.

The U.S A. has evolved a system under which it is possible for virtually every qualified school graduate to complete college education if he wants it—even in an era of rising costs and crowded universities.

The burden placed each September on the country's 2,000 institutions of higher learning can best be understood when it is realised that primary and secondary education is not only free in the United States, but also attendance is compulsory until one reaches the age of 16.

In addition to private universities, States and cities maintain universities, which are supported mainly by public funds. There are 700 such institutions in the United States, with 60 per cent of all students attending them.

Scholarships

There are literally thousands of scholarships available from both State and philanthropic institutions, but these normally take care only of tution costs. It is primarily on the college loan that the student without funds must rely. Here, again, the Government lends a hand. The most notable assistance available to the student is a loan under the National Defence Education Act of 1958. These loans, by the end of 1962, amounted to 220 million. Should the student go into teaching, the loan is reduced by 10 per cent for each year he is in that field, upto five years.

In the private assistance sector, one of the most successful experience has been that of the United Student Aid Funds, a non-profit corporation which uses its $50 million reserves not as loans but to guarantee loans obtained from other sources. Universities also maintain their own loan programmes, and in many cases colleges offer the student a "package" made up of a scholarship. a student loan and a job.

Educators and economists in America agree that it is worth providing all these facilities at a great cost, because latest available figures show that the male secondary school graduate in the united States will earn $ 257,557 from the age of 18 to the time of his death, while the college graduate will earn $ 435,242 —roughly $ 178,000 more on an investment of $ 5,000.

Indian Students in Britain

There were 1,543 Indian students—1,385 men and 158 women—at British universities in the academic year 1963-64, out of a total of 14,117 foreign students.

Indians accounted for the largest number of foreign students, followed by the U.S.A. 1,295 ; Nigeria 1,022 ; Pakistan 749 ; Canada 652 ; Iraq 530 ; Egypt 452 ; South Africa 423 ; Australia 414 ; Kenya 393 ; Malaya 331 ; and Ghana 301.

India also accounted for the largest number of postgraduates—935.

Subjectwise analysis of the 1,543 Indian students is : 167 Social Studies, 126 Medicine, 15 Agriculture and forestry, 261 Pure Science, 19 Dentistry, 226 Arts, 725 Technology, and 4 Veterinary Science.

Newest College at Oxford

Oxford University's newest college for men, St. Catherine's was recently opened to the public for the first time.

The college, built at a cost of £ 2,750,000, will have places for 400 students—undergraduates and graduates—half of whom will be reading Science or Mathematics.

The Queen laid the foundation stone of the college in November 1960. It will be opened officially in October by Mr. Harold Macmillan, former Prime Minister, who is Chancellor of the University of Oxford,

Hindi in British College

New three—year courses in a number of languages—including Hindi—and related social studies will start this autumn at the Holborn College of Law, Languages and Commerce, one of the main colleges run by the London County Council. The college already offers tution in a choice of 24 languages to over 2,000 students.

The new courses are intended for young people aiming to take administrative posts in developing countries or to work with organizations engaged in voluntary service overseas.

Study of a language covered by the new courses will be combined with the study of legal, governmental and economic systems, and the cultural background of the countries concerned.

Rs. 60 Crores a Year for Growth of Science

The Federal Government of West Germany and the Lander (State) Governments have agreed to provide a total of DM 500,000,000 (approximately Rs. 60 crores) per year for the advancement of science. Under this agreement, which will be valid till the end of 1966, the Federal Government will contribute half the amount. Further expansion of scientific academies will be the main item of expenditure.

More Staff for Dutch Universities

The Dutch Minister of Education, Arts and Sciences, Mr. T.H. Bot, announced recently that the staff of Dutch universities would be increased by more than 30 per cent in the next four years. He said that the Government took seriously its duty to take care of university education.

350-Year Old University

On the occasion of the 350th anniversary of the foundation of the Groningen University, the Netherlands Postal Services issued a commemorative stamp on June 16, bearing the words "Academia Groningena" and the dates 1614-1964.

Commonwealth Books Exhibition

A Commonwealth books exhibition, covering a wide range of subjects is to be held in September at Marlborough House, the Commonwealth centre in London. It is being organised by Britain's National Book League.

The exhibition will include classics of Commonwealth literature and examples of new writings from various Commonwealth countries. Also on display will be books on travel and exploration and on the history and geography of Commonwealth countries. Biographies and autobiographies of Commonwealth personalities will be among other publications on view.

Post-Graduate Awards in Canada

The Canadian Universities Foundation has brought out a handbook under the title *Awards for Graduate Study and Research, 1963*

The handbook gives nearly 1,600 entries, including descriptions of scholarships and fellowships for Master's and doctoral work;a wards for post-baccalaureate professional training in fields such as education, library science, nursing, social work, etc.; research and study-leave grants at the post-doctoral and senior professional level. Some award programmes for short-term and summer study are also listed.

The entries are in English and French, depending upon the language of instruction in the institution where the awards may be held.

Copies can be obtained from the Canadian Universities Foundation, 75 Albert Street, Ottawa 4, Canada, at $ 3 per copy.

Post-Graduate Studies in Australia

The Australian Office of Education has published an 86-page bookle, *Some Opportunities for Post-Graduate Study at Australian Universities*, giving details which should prove helpful to students from overseas. The departments of each university are listed, with the names of their professors and an account of the studies in which they are specialising.

PUBLICATIONS

Soviet Tezıbooks

The Trade Representation of the U.S.S.R. in India has presented 50 volumes of Soviet textbooks on science and technology, published in Moscow in English (translated from Russian) to the library of the Inter-University Board of India and Ceylon, New Delhi. A list of these commendable books, prices of which range between Rs. 2.50 and Rs. 9.00, can be had from tthe Secretary, Inter-University Board, Rouse Avenue, New Delhi-1, by those who are interested ln the books.

It is understood that in order to produce moderately-priced Russian textbooks and standard works in India, a 10-man board. consisting of five Russian and five Indian experts, is being set up. This board will be more or less on the pattern of the Indo-American board for the production of low-priced educational books with PL-480 fuuds.

India also has an arrangement with the United Kingdom for the production of cheap books for Indian students.

C.S.I.R. Journal on Biochemistry

The Publication and Information Directorate of CSIR has added a new journal to the family of research periodicals issued by it—*Indian Journal of Biochemistry*. The new journal, published quarterly, is devoted to original research communications in the field of Biochemistry and replaces the *Annals of Biochemistry and Experimental Medicine*, previously issued by the Indian Institute for Biochemistry and Experimental Medicine, Calcutta.

Notable among the papers appearing in the first number (Maıch 1964) are: Studies on intestinal transaminases with special reference to human intestinal glutamic-aspartic transaminase; fitudies on ubiquinone saturated in the side chain; Metabolic relationship between dietary protein and iron; and Fatty acid composition of human bile lipids.

Book Bank Drive

The Students' Aid Society, Bangalore, has plans to launch a contry-wide drive to expand its book bank project, so as to establish as many banks of technical and medical textbooks as possible by the 75th birth anniversary of the late Shri Jawaharlal Nehru, which falls on November 14, 1964.

The society has so far established book banks in 48 institutions, including 34 engineering colleges and polytechnics, 7 science colleges and 2 commerce colleges.

Special committees are proposed to be set up in all States and Union Territories to administer the book banks, and the donations collected in a particular State will be used in that State.

The need for the establishment of book banks or textbook lending libraries is deeply felt particulary by studeuts with limited resources, and the society's work in this direction has been widely acclaimed.

Youth Chronicle

Youth Chronicle, a bimonthly publication of the Students' Information Centre, is the latest addition to the educational periodical literature in India. In keeping with the objectives of SIC, the journal covers topics bearing on education both at home and abroad. Its latest issue (Vol. I No. 2, June-July) contains articles on Problem of Admissions to Indian Universities (Dr. B. D. Laroia), Academic Freedom in Britain (Walter James), Indian Students in Britain (Willem van der Eyken), Admission to German Uhiversities (Alexander Petri), besides a "Letter from Africa". A special feature is the photo-series on the late Shri Jawaharlal Nehru, depicting his varigated interests and achievements.

National Formulary

The second edition of the *National Formulary of India* is now under print and will shortly be available for use. The formulary was compiled by a committee under the chairmanship of Dr. B.B. Yodh, an eminent physician and former Professor of Medicine at the Government Medical College, Bombay.

Sports

I.U.S.B. Plan to Raise Combined Cricket Team

The Inter-University Sports Board proposes to raise a combined universities' cricket team to participate in the Moin-ud-Dowla Gold Cup Cricket Tournament, likely to be played at Hyderabad in the second fortnight of October 1964.

The combined team will also play against the Ceylon Cricket Team visiting India in December this year. The Cricket Control Board has agreed to assign a fixture to IUSB against the visitors.

At the 24th annual meeting of IUSB, held at Chandigarh in April last, it was decided to raise combined university teams to participate in various national tournaments.

National Institute of Sports

The National Institute of Sports, Patiala, has decided to introduce, during the current year, three-year courses in Gymnastics aud Atheletics.

The institute, the only one of its type in Asia, at present offers regular one-year courses in Athletics, Gymnastics, Hockey, Cricket, Football, Volleyball, Wrestling, Tennis and Badminton. Besides, *ad hoc* courses are available in Swimming, Basketball and Table Tennis.

The minimum educational qualification for admission to the institute is matriculation.

There is no tution fee, nor any charge for lodging and medical aid. Even boarding is free for those who are attending three-year courses, while others have to pay Rs. 70 per month.

Large-Scale Expansion of Sports Facilities Likely

The tentative programme drawn up for the development of sports during the fourth Five Year Plan envisages large-scale Central assistance to States for providing more playgrounds and sports equipment in educational institutions.

About 1,500 colleges, 16,000 high schools and 12,000 middle schools would be covered by schemes for the improvement of playground facilities.

Greater emphasis would also be laid in the fourth Plan on mountaineering activity on scientific lines. A tentative provision of Rs. 19 lakhs has been made for developing a Western Himalayan Mountaineering Institute.

As against the total third Plan provision of Rs. 12 crores for physical education, sports and youth welfare, the proposed programme envisages an outlay of Rs. 22 crores.

► As a step towards promoting sports, the Rajasthan Govern ent has exempted all national events and State tournaments from entertainment tax.

Delhi Wins Azad Trophy

Delhi University has won the "Abul Kalam Azad Trophy" for the year 1962-63, Panjab University being the runner-up, and Bombay University taking the third place.

The trophy, which was instituted in 1956-57, is awarded to a university which in a particular year sends the largest number of students in the largest number of games to national/international sports events. The object of the award is to arouse the interest of university students in sports and games.

PERSONAL

Shri Lal Bahadur Shastri, Prime Minister of India, has been unanimously elected *Acharya* (Chancellor) of Visva-Bharati w.e.f. July 26, 1964 for a period of three years. The office was previously held by the late Shri Jawaharlal Nehru.

Shri O. Pulla Reddi, I.C.S. (Retd.) has been appointed the first Vice-Chancellor of Andhra Pradesh Agricultural University w.e.f. June 12, 1964.

Shri Tara Chand Shrivastava, retired Judge of the Madhya Pradesh High Court, has been appointed Vice-Chancellor of Jabalpur University w.e.f. June 27, 1964.

Prof. Ram Behari, until recently Director, Correspondence Courses, Delhi University, has been appointed Vice-Chancellor of Jodhpur University w.e.f. July 15, 1964.

Dr. N.R. Tawde has succeeded Shri S.R. Dongerkery as Vice-Chancellor of Marathwada University. He assumed office on June 19, 1964.

Dr. N.V. Gadgil, fromerly Governor of Punjab, assumed charge of the office of the Vice-Chancellor, Poona University in July 1964.

Dr. V.C. Vamana Rao, has succeeded Shri S. Govindarajulu Naidu as Vice-Chancellor of Sri Venkateswara University w.e.f. June 1964.

Shri M. Sriramulu, Special Officer, Andhra Pradesh Agricultural University, has been appointed the first Registrar of the university w.e.f. July 10, 1964 for one year.

Shri P. Mallikarajunappa, has assumed charge as the first Registrar of the newly-founded Bangalore University w.e.f. July 15, 1964.

Shri K.R. Ramachandran, I.A.S. has joined Mysore University as its Registrar w.e.f. July 1964.

Shri P.B. Mitra, formerly Principal, Chandernagore College, has been appointed Registrar of North Bengal University w.e.f. July 1964.

Dr. G.S. Sharma, Director of the Law School, Rajasthan University, is at present visiting professor at the University of Singapore, teaching Legal Philosophy and Constitutional Law.

Shri V.K. Bawa, Deputy Secretary in the Ministry of Education, has been appointed Secretary to the All India Council of Sports *vice* Shri P.K. Kathpalia.

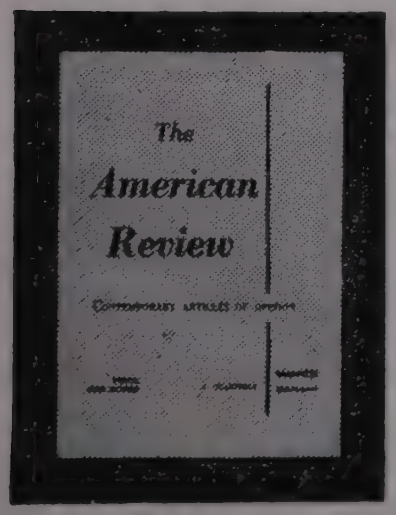
Mr. William Herbert Earle, 51, has succeeded Mr. H.P. Croom-Johnson, as the British Council's Representative in India. Mr. Earle served earlier in Cairo, Iraq, Aden, Syria, and Pakistan.

Mr. Croon-Johnson left Delhi on July 24.

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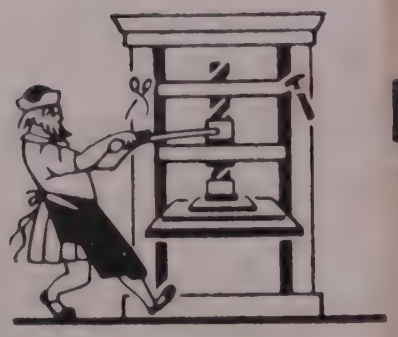
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UNIVERSITY NEWS

Vol. 3 No. 1 | New Delhi | September, 1965

To our readers...

We owe it to our readers to explain why the publication of "University News" had to be discontinued for almost a year.

Dr. B.D. Laroia, who was the Editor, Printer and Publisher of this magazine left the Inter-University Board of India and Ceylon in September last year to go to Bangalore as Vice-Chancellor of that newly-started university. Owing to a number of reasons there was considerable delay in appointing a successor to him. For almost nine months therefore, he continued to discharge the duties of the Secretaryship of the Inter-University Board of India and Ceylon in addition to his duties as a Vice-Chancellor. In the very nature of things it was not possible for him to look after the publication of this journal as he had been doing till then.

The fact that it has been decided to resume publication of "University News" is a tribute to the services rendered by this magazine under the able editorship of Dr. B.D. Laroia. In recognition of this service, it has been decided by the Inter-University Board to convert this magazine into a monthly publication with effect from January 1966. After this issue, the next issue will appear in November and the one after that in January 1966. With effect from January it will appear regularly every month. Further details with regard to this change-over will be given in the next issue.

If some of our readers can suggest to us how this publication can be made more useful to them and to the University world, we shall be only too pleased to hear from them. It is hoped that "University News" will, as hitherto, continue to enjoy the esteem and patronage of all of its readers.

Amrik Singh

CORRESPONDENCE COURSES IN HIGHER EDUCATION

Considering the large scale demand for expansion of facilities at all stages of education, especially at the University stage, some type of a non-formal education to supplement the present formal education being imparted in universities and colleges has become necessary. The Planning Commission, being aware of this need, has sent the following note on correspondence courses.

In a period of 15 years the college-going population in India has increased by something like 300 per cent, i.e. from 4 lakhs in 1950-51 to an estimated figure of 17 lakhs in 1965-66. Estimating on the basis of a 10 per cent rate of growth in the enrolment of students in colleges, by 1970-71 there would be about 25 lakhs of students in all courses. It is felt that it may not be possible to find the money for buildings, provision of proper equipment, laboratories, libraries, etc for this increasing number, quite apart from the problem of making up the backlog in respect of these items. On the other hand this great hunger for education has also to be satisfied.

The way out of this dilemma of numbers is through non-formal education. The method of supervised correspondence study is now widely used in several countries of the world such as the U.K., U.S.A., U.S.S.R., the Scandinavian countries, the Netherlands, West Germany, New Zealand, Ethiopia, South Africa, Indonesia, Japan, Malaysia and several countries in the Commonwealth. In the USA there are 56 universities or institutions which are imparting education through correspondence to several million students every year. In UK 98 per cent of all chartered accountants prepare for their examination by correspondence. Something like 40 per cent of the 22 lakhs of students undergoing higher education in the Soviet Union are getting their instruction through correspondence courses.

Apart from economising in the cost of education without affecting the standards, correspondence courses are also an instrument in the promotion of social justice by catering to the needs of those who, for economic and other reasons, have left full time educational institutions to take up employment. Both experience and research have proved the effectiveness of correspondence courses. Often the achievement of students through correspondence courses is equal to and sometimes better than that of class-room students in identical subjects.

The Report of the Expert Committee on correspondence courses, under the chairmanship of Dr.D.S. Kothari, states in unequivocal terms the need for the institution of such courses. The pilot project taken up by the Delhi University in this behalf has been a real success. The number of fresh admissions to the correspondence courses at the under-graduate level in humanities has steadily increased from 1100 in 1962-63 to 1400 in 1963-64 and 1927 in 1964-65. It is expected to increase to about 3000 in 1965-66.

The UGC, the Planning Commission and the Ministry of Education are now thinking of taking up a massive programme of correspondence courses in the Fourth Five Year Plan. Correspondence courses will be available for higher education, teacher education, technical education and even for secondary education. Out of an anticipated additional enrolment of 5 lakhs students at the university stage in the Fourth Plan, it is expected

Contd. on page 13 col. 3

Adult Education Department in Universities

The All-India Conference on University Adult Education which ended its four-day session in Bhopal on July 8, 1965 called upon the Universities in India to establish departments of Adult Education with the aim of making their services available to as large a section of the adult population as possible.

The Conference which was convened jointly by the Indian Adult Education Association and the Rajasthan University, with financial assistance from the UGC, was attended by about a dozen Vice-Chancellors and 40 representatives of universities, UGC, IUB and the Education Commission. Dr. M.S. Mehta, Vice-Chancellor, Rajasthan University and President, Indian Adult Education Association presided.

The Conference urged the universities in India to assume an increasing role in adult education by making a determined effort to inspite the students and teachers to undertake adult education work.

The Conference decided to set up an organisation to be known as "The Indian Conference on University Adult Education" with the objective of advising & assisting the universities in India in promoting adult education work in all its aspects. It would also function as a clearinghouse for exchange of ideas and experience by universities which are presently conducting Extension programmes or wish to initiate Extension programme in various fields.

A seven man organising committee was set up for the purpose with Dr. M.S. Mehta as Chairman. The members of the Committee include Dr. C.D. Deshmukh, Shri H.M. Patel, Shri S.S. Bhandarkar and Shri J.P. Naik. Dr. Amrik Singh, Secretary Inter-University Board and Shri S.C. Dutta, Honorary General Secretary, Indian Adult Education Association will be the Secretaries.

The Conference was inaugurated on July 5 by the Chief Minister of Madhya Pradesh, Shri D.P. Mishra, when he exhorted every new graduate to make at least 10 people literate. Dr. K.C. Reddy, Governor of Madhya Pradesh, addressing the Conference at the closing session, asked universities to chalk out programmes associating students and teachers with a countrywide campaign for wiping out illiteracy.

Rajasthan University Department of Adult Education

Started in 1962, the Department of Adult Education in the University of Rajasthan is a pioneering effort in the country in the field of continuing education for adults by making available the resources of higher learning and other facilities of the university to the community. The services of Canadian expert adult educators are being made available to the university under the Colombo Plan Project.

Apart from programmes in continuing education, the department has recently completed a survey of the needs of adults in selected areas of rural and urban Rajasthan. These surveys are expected to help the department in drawing up its programmes to fulfil the expressed needs of the adults and the State.

Jodhpur University Adult Education Centre

Under the auspices of the Planning Forum of the Jodhpur University, an Adult Education Centre has been started in the university campus for the benefit of Class IV employees of the university. The Centre also proposes to start classes for illiterate adults residing in the vicinity of the campus.

41st Annual Meeting of the Inter-University Board

The 41st Annual Meeting of the Inter-University Board of India & Ceylon is scheduled to be held at the University of Mysore, Mysore, on 5th & 6th February, 1966. As usual, Vice-Chancellors of the Member Universities in India & Ceylon, representatives of the Union Ministries, UGC, UPSC, British Council, USEFI, Association of South East Asian Institutions of Higher Leaving, Tribuhvan University, Nepal etc. will attend the meeting.

I.A.U. Conference in Tokyo

The fourth general conference of the International Association of Universities is scheduled to be held at the University of Tokyo from 31st August to 6th September, 1965. On behalf of India Dr. C.P. Ramaswami Aiyar, Vice-Chancellor, Annamalai University and President of the Inter-University Board and Dr. A.C. Joshi are likely to attend the Conference. The themes that will come up for discussion at this Conference are: (a) Access to Higher Education; (b) The Contribution of Higher Education to Economic and Cultural Development; (c) University Autonomy, its Meaning Today.

Dr. A.C. Joshi has been invited to preside over one of the plenary sessions and also participate in the deliberations of a working party dealing with the contribution of higher education to economic and cultural development.

Grants Through U.G.C.

The Government of India is understood to have decided in principle that grants to institutions deemed to be universities under section 3 of the UGC Act should be given by UGC. Hitherto grants for such institutions were given by the Ministry of Education or other concerned departments of the Central Government.

Jammu & Kashmir University reorganised

The Jammu & Kashmir University has been reorganised into a federal institution with two autonomous units known as divisions of equal status, for Jammu and Kashmir provinces. As a result of the reorganisation, the university will have a Senate, Central Council and Joint Academic Board. Each of the divisions will have a Syndicate, Faculties, Boards of Studies and Board of Inspection. There will be a Pro-Vice-Chancellor for each of Divisions, with a Vice-Chancellor for the University.

Medium of Instruction

Thirty-three universities have adopted Hindi as medium of instruction/examination in addition to English.

The universities are: Agra, Allahabad, Aligarh, Banaras, Bhagalpur, Delhi, Gorakhpur, Gujarat, Indira Kala Sangeet, Jabalpur, Jodhpur, Kurukshetra, Lucknow, M.S. University of Baroda, Magadh, Nagpur, Osmania, Panjab, Patna, Rajasthan, Ranchi, Sardar Vallabhbhai Vidyapeeth, Saugar, S.N.D.T. Women's, Udaipur, Bihar, Vikram, Jiwaji, Ravi Shankar, Gurajat Vidyapeeth, Gurukul Kangri, Kashi Vidyapith and K.S. Darbhanga Sanskrit Vishwavidyalaya.

The question of making Hindi as a medium of instruction/examination is also under consideration of Indore University and U.P. Agricultural University.

The medium of intruction at Varanaseya Sanskrit Vishwavidyalaya is Sanskrit, but for modern subjects, Hindi is also used.

The medium of instruction at Jamia Millia Islamia is Urdu, but in special cases instruction is imparted in Hindi also.

Teachers as authors

To encourage university teachers to write textbooks instead of cheap help books, the Academic Council of Panjab Agricultural University has decided to provide them stenographic and typing help, travel facilities for visiting libraries and other sources of information, facilities for photographic and art work, and the facility of getting the books printed at the university press.

Teachers engaged in writing textbooks will also be given time off from teaching duties.

Recognition of degrees

The University of Mysore has decided that the Master's degree of all statutory universities be recognised as equivalent to the corresponding degree of the university on a reciprocal basis. This would facilitate the registration of candidates for the Ph. D. degree.

University Employment Etc. Bureau

University Employment, Information and Guidance Bureau have been started recently in the universities of Annamalai, Marathwada Poona, Kurukhetra and Punjabi.

Student Counselling Centre

Annamalai University has started a Student Counselling Centre which is functioning as three wings in the Departments of Philosophy, Psychology and Education.

Personal Library Grant Scheme

Poona University has introduced a scheme for giving grants for purchase of books to teachers in the constituent and affiliated colleges. Known as the "Personal Library Grant Scheme", teachers who have five years' standing as Lecturers and are drawing a basic salary of not more than Rs. 600/- are eligible for grant under this scheme.

B.Sc (Agri) Course for V.L.Ws.

Punjab Agricultural University has decided to admit Village Level Workers to the B.Sc. (Agri) course.

The decision has been taken on the recommendation of the Indian Council of Agricultural Education which includes as members Vice-Chancellors of all universities offering agricultural courses and Principals of all agricultural and veterinary colleges.

V.L.W's will be exempted from certain courses in view of their experience in the field, so that the period of instruction for them in the college will be reduced from four to three years.

For the present, 100 students are to be admitted—50 each at Ludhiana and Hissar. The State Commissioner for Agricultural Production has been requested to name suitable V.L.W's for admission who should be under 35 years of age and at least second class matriculates.

Birla Institute of Technology & Science

The Birla Institute of Technology and Science, Pilani, which has recently been declared an institute "deemed to be a university" under the UGC Act, has plans to modernise and upgrade all courses of studies with assistance from the Massachusetts Institute of Technology and the Ford Foundation.

The institute offers facilities for undergraduate and post-graduate studies and research in Engineering—Mechanical, Electrical, Civil, Chemical, and Telecommunication—besides instruction in Mathematics, Physics, Chemistry, Zoology, Botany, Pharmacy, Commerce, English, Hindi, History, Politics, and Economics.

The Birla Colleges of Engineering, Arts and Science which were affiliated previously to the University of Rajasthan, have become the faculties of the institute. A strong school of English language is being established with the help of the British Council.

The chairman of BITS is Shri G. D. Birla, and Prof. V. L. Narayanan is its director.

Asian Plan for Education

A working group of consultants and officials of the Regional Centre for Education of UNESCO met in Bangkok from 30th May to 4th July, 1965. A draft Asian Plan for Education upto 1980 has been drawn up which would be the basic paper for the consideration of the Education and Economic Affairs Ministers of 16 countries in Asia including India. Detailed targets from year to year and financial estimates regarding both recurring and non-recurring expenditure on education at all levels were worked out with the aid of a computer.

Dr. C.D, Deshmukh, Vice-Chancellor of Delhi University, attended the working group at Bangkok as a consultant to UNESCO. In this connection, he stayed in Bangkok for a period of five weeks.

INDIAN INSTITUTE OF ADVANCED STUDY

The Indian Institute of Advanced Study is scheduled to be inaugurated at Simla by President Radhakrishnan on October 20.

The Institute will be a Centre for "meeting of minds and commerce of ideas" and for project-oriented researches in humanities and social sciences. More particularly, the fields of study and research in which the Institute would engage itself, at present, would be: comparative religion and philosophy; comparative aesthetics and history of art; comparative philosophy and linguistics; pure mathematics; European studies; and Indian and South-East Asian Studies. Research would be undertaken by professors and fellows in their chosen fields. To begin with professors would be enlisted from universities for certain periods. It would also select a number of fellows for post-doctoral work. Visiting professors from within the country as well as from abroad will be appointed.

Dr. Zakir Husain is the President of the society which is composed of eminent scholars and educationists and the Society will run the Institute. Shri M.C. Chagla, Union Minister for Education is the Chairman of the Governing Body of the Institute and Dr. Nihar Ranjan Ray is the Director of the Institute.

HANDBOOK OF UNIVERSITIES

The revised and completely reset edition of the 'Universities' Handbook—India & Ceylon—1964" has just been published by the Inter-University Board of India & Ceylon. The book gives comprehensive information about 55 Indian Universities, 2 Universities in Ceylon, 5 Indian Institutes of Technology and 8 Institutions which are recognised as "deemed to be universities" under Section 3 of the UGC Act, 1956. The book runs to over 650 pages set in two columns. Copies of the same can be had from the Secretary, IUBIC, Rouse Avenue, New Delhi. Price per copy is Rs. 25; £ 2./—; $ 6.00 which includes postage, by surface mail to foreign countries.

STUDY OF I.A.S. RESULTS

According to a comparative study of university and I.A.S. (written part) examination results, made by the UPSC, the performance of Honours graduates at IAS examination is, in general, better than that of Masters, and the pass percentage among B.A.s and B.Sc.s is the lowest.

The study reveals an overall decline in the pass percentage of IAS candidates from 19.4 in 1957 to 9.8 in 1962. But the decline is particularly steep among pass graduates. In their case the pass percentage fell from 14.6 to 3.5 during 1957-62.

While the overall pass percentage among first divisioners has been more or less stationary, the performance of second class and third class graduates has been going down. In 1962, the pass percentage for first divisioners was 27.9; for second divisioners 12.1; and for third divisioners 2.3.

So far as trends regarding the numbers appearing and qualifying at IAS examinations are concerned, it is observed that during 1957-62, the number of candidates appearing as well as qualifying has diminished considerably. In 1957, the number of candidates appearing and qualifying was 5,216 and 1,010 respectively. As against this, the comparative figures for 1962 were 4,446 and 434.

While there has been a fall in the number of pass graduates appearing and qualifying at IAS examinations, in the case of Honours graduates and Masters the percentage is increasing, though gradually.

About 12 to 13 percent of candidates who appeared at the IAS examinations during 1957-62 held a First Class, about 45 percent held a Second Class and 42 percent were third divisioners.

But so far as successful candidates are concerned, about 25 to 30 percent were first divisioners, 55 to 60 percent second divisioners and only 10 to 15 percent were third divisioners.

A perusal of the distribution of successful candidates university-wise shows that a considerable number of them were drawn from Madras, Delhi, Calcutta, Bombay, Allahabad and Punjab universities. Agra, Andhra and Patna universities also contributed appreciably to the total number of candidates. In the case of Baroda, Jammu & Kashmir, Jabalpur, Saugar, Vikram, Visva-Bharati and Sri Venkateswara Universities, the number of candidates who qualified in the IAS examination during 1957-62 is negligible.

AMERICAN BOOK EXHIBITION

A collection of 7,000 American technical book titles and 325 professional journals will be exhibited in New Delhi in the new YMCA building during the period September 10-29, 1965.

The "U.S. Technical Books" exhibit, which is being presented under the sponsorship of the United States Information Service, will be shown in several major cities of India, after highly successful exhibitions in the Soviet Union and Yugoslavia.

The collection represents a cross-section of current American scholarship in all major fields of engineering, architecture, industrial technology, chemistry, mathematics, biology, physics, zoology, agriculture, medicine, public health, geographic sciences, electrotechnics and electronics.

After its Delhi showing, it is scheduled to open in Bombay in the late autumn.

Socio-Economic Atlas of Punjab

In collaboration with the Census Organisation of the Panjab, Dr. Gurdev Singh Gosal, Head of the Geography department in the Panjab University has completed "A Socio Economic Atlas of the Punjab". Various physical resources, population characteristics and other economic aspects of the Punjab have been depicted in a series of about 300 maps.

Dr. Gosal, in collaboration with the Government Engineering College, Chandigarh, has also drawn up a report on "Terrain Evaluation of the Punjab Plains". This was a project of the Defence Ministry.

CULTURAL EXCHANGE

Under the cultural and scientific exchange programme of the Government of India agreements have been signed in recent months with the Governments of the U.S.S.R., Hungary, Bulgaria and Rumania. These agreements provide, among other things, for the exchange of university professors, teachers, scientific workers and research trainees on a reciprocal basis for varying periods.

By far the biggest agreement concluded is with the USSR. Six Soviet experts will participate in research work in the advanced study centres of Physics, Botany and Chemistry at the Delhi University, Technology Centre at Bombay and Chemistry and Geology & Geophysics Centres at Osmania University.

Scientific contacts between the following Soviet and Indian higher educational establishments will be encouraged. Moscow State University—Delhi University; Leningrad State University—Bombay University and Bangalore Institute of Natural Sciences; Kiev University—Bangalore and Mysore Universities; Tbilisi State University—Madras University; Dushanbe State University—Aligarh University; Tashkent State University—Lucknow University; Ashkhabad State University—Osmania University; Frunze State University — Gujarat University; Moscow Power Institute—Bombay Technological Institute; Yerevan State University—Panjab University; Azerbaijan State University—Jammu & Kashmir University.

Five teachers on different subjects will be sent by USSR for a period of two years to work in the Indian Institute of Technology, Bombay. Similarly, five teachers will be sent from the IIT, Bombay to the Soviet Union for acquainting themselves with the system of higher education in the USSR.

Twenty-one teachers of the Russian language will be sent by the Soviet Union to work in various institutes of higher education. Six to eight teachers in the subjects of Natural Sciences, Humanities and Social Sciences will be sent by the Soviet Union for delivering lectures and for participating in research activities in the higher educational establishments in India.

About fifty persons including 25 teachers will be sent from India to the Soviet Union to study at the higher educational establishments. The Soviet Union will send upto 15 students, post-graduates and trainees for study of the economy. geography and history of India and for language practice in the Indian Universities.

People's Republic of Bulgaria

The People's Republic of Bulgaria and India will exchange visits of two experts each in education for a period of 30 days for the purpose of exchanging experience in the field of education in the two countries. Between August 1965 and January 1966 two scientists will visit India from Bulgaria for a period of 3 weeks to acquaint themselves with scientific work in Indian Universities. One or two scientists (university professors) will also be sent to Bulgaria for a period of 3 weeks between October 1965 and May 1966 to visit scientific institutes in Bulgaria.

Three postgraduate students will be awarded scholarships on a reciprocal basis by the two countries.

Hungary

Three to four University professors or other experts will be exchanged by Hungary and India to pursue studies or give lectures for a total of 16 months during the period April 1965 to March 1967.

An expert on water power development will be sent to India on a lecture tour for four weeks.

Ten Indian scholarship holders will be received by Hungary as postgraduates in technical subjects for a period of one to three years each. The Indian side in turn will receive four postgraduate research workers/ Fellows to study Hindi or any other subject acceptable to both sides for a period of one year each.

Rumanian People's Republic

The agreement with the Rumanian People's Republic provides among other things for the exchange of a professor. The Rumanian side will send a Professor, specialist in oil, for teaching at the Indian Oil Institutes in New Delhi and Dehradun for a period of ten months. The Indian side will send a Professor of Hindi language and literature for teaching at the Bucharest University for a period of one academic year.

Rumania is also to send 2-3 scientists or professors, for a period of 3 weeks each, for delivering lectures and making contacts. India will send, for a period of 3 weeks each, 2-3 scientists or professors of education for delivering lectures or making contacts in Rumania.

Two post-graduate scholarships are also to be awarded on a reciprocal basis for subjects to be mutually agreed upon.

Chair of Indian Studies in Tashkent

Under the cultural agreement signed with the Government of India recently the Soviet Union will establish a Chair of Indian Studies at the Tashkent State University.

A Chair of Uzbek or Tadjik Studies is also proposed to be established at one of the Indian Universities by the Government of India.

Nehru Professorship

The Gauhati University has instituted the Jawaharlal Nehru Professorship in Assamese with effect from this year. Dr. V.V. Rao, Professor and Head of the Department of Political Science of the university donated Rs. 1,25,000 towards the fund for the Nehru Professorship.

Seminars

Summer Science Institutes —A permanent feature

Dr. D.S. Kothari, Chairman, UGC, presiding over a two-day Evaluation Conference of the Summer Institutes on July 19, 1965 said that the Summer Science Institutes would be made a permanent feature of science education in India. These institutes, he said, played a vital role in the development of science, because they familiarised the participating teachers with the new methods, curriculum and approach to the teaching of science.

In collaboration with the USAID and the NCERT 94 summer institutes in all are being organised this year by the UGC. The importance attached to these institutes is evident from the fact that in 1963 the programme was started with only 4 institutes and in 1964 the number was raised to 44. Next year it is proposed to have 150 institutes and by 1969 300 institutes, thus training about 15,000 teachers every year. In this way nearly 50,000 teachers or 1/3rd of the total teachers of science at school and college levels would have been reorientated in the new techniques and methods of science teaching.

Apart from the summer institutes in Physics, Mathematics, Chemistry and Biology which were organised for the benefit of science teachers both in Colleges and in Secondary schools/Intermediate classes/Training colleges, four institutes for college teachers in English language were also held. Teachers of English language as distinct from English literature have been given some insight into modern and economical ways of teaching the language.

Nearly 200 U.S. consultants and 8 top-ranking British experts with specialised knowledge of modern techniques of teaching English made available by the British Council assisted the Indian Directors of the Summer Institutes.



Dr. Bool Chand, Vice-Chancellor, Kurukshetra University giving his presidential remarks at the Valedictory Function of the Summer Institute in Mathematics for school teachers held from June 7 to July 16, 1965 at Kurukshetra.

Students' Summer Institute

The Punjab University Department of Mathematics organised a Summer Institute at Solan recently for brilliant students of Mathematics from different Indian universities. It was attended by 5 college teachers and 13 students and the courses included the Number Theory, the Set Theory, Group Theory and Topology. The Institute was sponsored by the UGC.

Refresher Course

Sponsored by the UGC, the Punjab University Department of Mathematics organised a Refresher Course in Mathematics for college teachers. 46 teachers from various affiliated colleges of the university attended the course.

Seminar on University Education

A Seminar on 'University Education' was held under the joint auspices of the University of Kerala and the Indian Committee for Cultural Freedom at the University of Kerala in February 1965. Prof. Samuel Mathai, Vice Chancellor, Kerala University inaugurated the Seminar and Dr. C. D. Deshmukh, Vice-Chancellor, University of Delhi presided over the Seminar. The Seminar which was attended by about 40 delegates from several Indian Universities was spread over two days and 15 working papers were presented and read in seven sessions. Among the various aspects of University Education discussed during the Seminar were : (1) Universities and the contemporary world (2) The problem of inequality of opportunity (3) Medium of Instruction (4) Freedom of Universities in in India.

Natural Science Teaching Symposium

A symposium on "Teaching of Natural Science" was recently held at the Panjab University. Nearly 40 teachers from Kurukshetra, Panjabi, Roorkee, Delhi and the Panjab University attended the symposium. It was sponsored jointly by the Committee for Cultural Freedom, the UGC and the Panjab University.

Orientation Courses for Teachers

Three Orientation Courses for teachers were recently organised by the Shivaji University to acquaint the teachers with the different activities of the university and the role they have to play in the field of higher education. Some of the topics discussed in the courses were; Laws of learning; the teacher and the student; the teacher and the curriculum.

Orientation Programme for Students

An Orientation Programme was arranged by the Jadavpur University for new entrants to the different courses of the university. The students were welcomed by the Vice-Chancellor and the Registrar and were shown round the campus by a batch of senior students. The students were supplied with a campus plan, routine information brochure and a calendar and were also introduced to the Heads of different departments and other university officers.

History Teaching Seminar

A three week seminar on "The Study of History and College History Teaching" was held at Patiala under the auspices of Punjabi University and Baring Union Christian College, Batala. Its objective was :

"To improve the standard of college history teaching both by providing selected teachers with some training in the use of modern historical methodology and by encouraging them to relate their new understanding of their subject derived from that experience to the concrete problems involved in teaching degree college students in such a way that specific ways and means of improving the teaching process can be seen, evaluated, and adopted."

18 History teachers from colleges affiliated to Delhi, Kurukshetra, Panjab and Punjabi University attended.

The training in historical methodology was carried on through lectures, discussions, and workshops in which each participant had to both write a paper under the guidance of his leader and prepare a teaching plan on a topic which he normally teaches. This experience was then related to the problems of history teaching through daily discussions of the problems we face, their effect upon our teaching, and the ways in which they can be remedied. The ideas emerging from these discussions are embodied in the recommendations of the seminar. Some of the main recommendations are given below:

1. The University Grants Commission report on examination reform was endorsed and the U.G.C. was asked to take steps to implement it. Question papers from every university should be examined by the U.G.C. each year to see that the questions are of an appropriate standard and in conformity with the type of questions recommended by the UGC report. Such action on the part of the UGC would help to: (a) standardise the levels of examinations; (b) make the paper-setter and examiner answerable to a body distinct from the university (c) decrease the system of private patronage which seems current in the appointment of examiners.

2. If the aim of the examination system is to test the student, there should be a series of tests spread over the year instead of one examination at the end of the year.

3. Paper setters should give a tentative plan of the mode of evaluation of the question paper when submitting it to the Head of the Department or Board of Moderation. This will be indicative of what he expects.

4. No teacher should have more than 40 students per class and a total of no more than 100 students if his teaching work is to be effective.

5. At the time of admissions students should be forbidden to opt for unrelated subjects (e.g. History, Music & Home Science).

6. Siminars, tutorials, preceptorials are to be encouraged.

7. Certain topics in each syllabus should be taught in a way which illustrates the use of scientific methods of historical inquiry so that the student will have a better understanding of the nature of the subject.

A full report of the seminar will soon be appearing under the title, *The Study of History and College History Teaching*. Those who are interested in having a copy should write to the Registrar, Punjabi University, Patiala.

PART TIME COURSES

Delhi University has instituted (a) five-year part-time degree course in Engineering leading to the B.E. (Tech.) degree; and (b) two-year part-time M.Ed. course.

Indore University is introducing a condensed part-time degree course for diploma holders in the Govindram Seksaria Technological Institute. The duration will be four years or eight semesters.

Two new faculties, viz. Faculty of Education and Faculty of Home Science, will also be set up shortly.

Jadavpur University has instituted Post-graduate (evening) courses in Arts for school teachers in English, Bengali, History, Economics, Sanskrit, Philosophy and Mathematics with an intake of 40 candidates in each course.

Poona University has introduced part-time Engineering courses for the benefit of those who are employed in Industries and Technical Establishments.

Mysore University has resolved to start evening classes in Arts both for PUC and the first year of B.A. degree course in the Maharaja's College, Mysore from September 1965. Permission has also been accorded for the starting of similar evening classes in Commerce in D. Banumiah's College of Commerce and Arts, Mysore.

NEW UNIVERSITIES

The Dibrugarh University with jurisdiction over Sibsagar and Lakhimpur districts of Assam has come into being with effect from 1.7. 1965.

* * * *

A new university, the Madurai University, is to be set up shortly. The Madurai University bill has been drafted and after consideration by the Madras Assembly has been refered to a joint select committee. It is understood that the university will be an affiliating institution with jurisdiction over the districts of Madurai, Ramanathapuram, Tirunelveli and Kanyakumari.

Campus News

Golden Jubilee of Mysore University

In July 1966 the University of Mysore will complete fifty years since its establishment. A Planning Committee for the celebrations in connection with the Golden Jubilee of the university has been set up under the chairmanship of H.H. Shri Jayachamaraja Wadiyar, Governor of Madras. In this connection, the university proposes to collect a sum of Rs. 5 crores through public donations to serve as Reserve Fund for the university.

P.L. 480 Grant to Jadavpur University

A research grant amounting to Rs. 3,68,000 spread over a period of five years has been awarded to Jadavpur University by the National Bureau of Standards (U.S. Department of Commerce) under P.L. 480 programme for a research project in the Division of Physical Chemistry on "Properties of Electrolytes on Non-aqueous Media."

Honours Courses

The University of Mysore has decided to institute three-year honours courses in Arts and Science with effect from the next academic year. These courses will have one Major subject and one or two Minor subjects depending upon the needs of the Major subject. The Honours course will be in addition to the three-year Pass degree course.

Panjab University has introduced Honours School in Mathematics, Bio-Chemistry and Bio-Physics with effect from this year.

Delhi University has instituted the B.A. Honours degree course in Mathematical Statistics.



Dr. Milton Obote, Prime Minister of Uganda, arriving in procession to receive the Honorary degree of Doctor of Laws from the University of Delhi on August 5, 1965. Dr. C.D. Deshmukh, Vice-Chancellor, Dr. Zakir Husain, Chancellor and Shri Lal Bahadur Shastri, Prime Minister of India are also seen in the picture.

New Courses of Study

Burdwan University has started Diploma Course in Library Science.

Delhi University has recently instituted the following new courses : (1) Two-year Certificate course in Chinese ; (2) Certificate course in Office Supervision for Women ; (3) Two-year diploma course in Swahili; (4) Diploma course in Spanish ; (5) One-year certificate course in Sanskrit for non-Sanskrit knowing students ; (6) Two-year diploma course in Sanskrit for non-Sanskrit knowing students.

I.I.T., Bombay has introduced a two-year postgraduate diploma course on Docks and Harbour Engineering. Sponsored jointly by the Ministry of Transport and the Institute in cooperation with the Port Trust authorities in Bombay and Calcutta, the course is mainly intended for candidates sponsored by the Port Trust.

A postgraduate diploma course of one year's duration in Cellulose Technology and a one-year postgraduate diploma course on Furnace Design have also been instituted.

I.I.T., Madras has instituted a five-year Aeronautical engineering course leading to the B.Tech degree this year.

To house the Metrology laboratory, a new block at a cost of about 1.13 lakhs has been constructed. The laboratory in the ground floor will be air conditioned and classes will be held on the first floor.

Jabalpur University has introduced M.A. course in Pali & Prakrit with effect from this year.

Jadavpur University has instituted a five-year degree course in Architecture leading to the degree

of Bachelor of Architecture with an intake of 30 students.

Jamia Millia : With effect from this session, a B.Sc. Course has been started.

Jodhpur University has introduced Semester Plan in the faculty of Engineering. An academic year is divided into two Semesters except for the final year.

The University Syndicate has decided to accept in principle the institution of a separate Master's degree course in Business Administration.

Kerala University has started two part-time three-year postgraduate courses in Business Management and Industrial Management at the School of Management Studies, one of the new Departments of the University Centre at Ernakulam.

Mysore University has instituted a post-graduate course in Food Technology leading to the Master's degree. Instruction will be imparted in the Central Food Technological and Research Institute, Mysore.

Osmania University has decided to hold a University Examination at the end of each year of study covering the courses studied in that year in the three-year degree courses beginning with the batch admitted in July 1964.

The University has started the following new courses this year : (1) one-year diploma course in Public Administration; (2) one-year postgraduate degree course in Library Science in place of the old Diploma Course ; (3) one-year diploma course in Co-operation ; (4) one-year diploma course for trained teachers ; (5) a postgraduate diploma course in Linguistics.

Telugu Journalism has been introduced by the university as an optional subject in the Bachelor of Journalism degree course.

Panjab University proposes to start classes in Business Management shortly. These will be held in the Department of Commerce and Business Administration.

Poona University has instituted a Certificate Course in Russian.

A degree course in Instrumentation leading to the degree of B.E. (Instrumentation) has also been introduced.

Rajasthan University has started a post-M.A. diploma course in International Relations.

A diploma course in Indian Culture for those who have passed the Intermediate or an equivalent examination has also been introduced.

S.V. Vidyapeeth has introduced courses leading to the following degrees : LL.B.; B.V.Sc. & A.H.; B.Ed. (English) ; M.Sc. in Agri. Botany ; M.Sc. in Biochemistry.

Shivaji University has instituted a Bachelor of Pharmacy degree course.

A postgraduate diploma course in Library Science has also been instituted.

The university has raised the duration of the engineering degree course from 3 years to 4 years.

NEW COLLEGES

Burdwan University has granted affiliation to three new undergraduate colleges from the academic session 1965-66 and one Teachers' Training College for women. The total number of colleges affiliated to the university is 43.

Delhi University has recently granted affiliation to 6 new colleges, two of which are for women.

Indore University has granted recently affiliation to three private colleges.

In pursuance of the general policy of the State Government, the Jabalpur University is actively considering the question of taking over of the two Government colleges situated in the vicinity of the campus, viz., the Mahakoshal Arts Mahavidyalya and the Government Science College.

Mysore University : Seven new colleges have been started during the current academic year in the university area including a college for women.

Rajasthan University has granted affiliation to the Kanodia College for Women which has recently been opened at Jaipur. The college is administered by a private trust.

S.V. Vidyapeeth has granted affiliation to three colleges and to the H.M. Patel Institute of English.

Shivaji University has granted affiliation to nine new colleges during 1965-66.

Sri Venkateswara University has granted temporary affiliation for the academic year 1965-66 to three colleges in the Nellore district for the teaching of PUC and one college in the Anantapur district for the teaching of PUC, B.A. and B.Com.



Students talking to each other.

ALL-INDIA ENROLMENT, FACULTYWISE, AT UNIVERSITY LEVEL*

1963-64 AND 1964-65

Faculty	Total		P.U.C.		Pre-prof.		Inter		Graduate		Post-graduate		Research		Dip./Cert.	
	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65
Arts Including Oriental Learning ...	5,79,049	6,41,186	1,32,902	1,44,429	—	—	1,06,093	1,09,199	2,85,553	3,28,607	43,908	47,211	2,862	3,428	7,731	8,312
Science ...	4,35,925	4,78,702	1,37,073	1,45,742	—	—	84,258	89,060	1,95,297	2,22,416	17,000	18,392	2,251	2,850	46	242
Commerce ...	1,30,578	1,47,789	25,266	29,096	—	—	18,837	20,467	78,283	89,061	7,027	7,906	229	236	936	1,023
Education ...	26,727	29,528	—	—	—	—	—	—	22,380	24,962	1,361	1,717	135	116	2,851	2,733
Engg./Tech. ...	73,015	78,114	—	—	5,566	5,786	—	—	61,677	66.099	1,386	1,540	178	179	4,208	4,510
Medicine ...	54,708	61,742	—	—	6,000	5,628	45	—	44,455	49,847	2,267	3.101	68	75	1,873	3,091
Agriculture ...	41,116	44,228	130	1,272	2,192	1,454	18,225	19,599	18,199	18,831	2,204	2,900	60	129	106	43
Vet. Sc. ...	5,624	5,711	—	—	281	121	—	—	4,928	5,070	274	346	22	26	119	148
Law ...	29,571	32,000	—	—	—	—	—	—	28,088	30,302	1,214	983	64	53	205	662
Others ...	8,384	9,227	53	27	—	—	5,666	6,070	747	609	44	105	26	1,200	1,848	2,404
Total ...	13,84,697	15,28,227	2,95,424	3.20,566	14,039	12,989	2,33,124	2,44,395	7,37,607	8,35,804	76,685	84,201	5,895	7,104	19,923	23,168

*Including enrolment in Intermediate colleges.

*UNIVERSITY ENROLMENT IN INDIA—STATEWISE & FACULTYWISE

1964—1965

State	Arts	%	Science	%	Commerce	%	Education	%	Engg./Tech.	%	Medicine	%	Agriculture	%	Vet. Sc.	%	Law	%	Others	%	Total
Andhra ...	18,181	23.1	37,003	47.1	5,526	7.0	1,487	1.9	6,169	7.8	6,915	8.8	1,181	1.5	626	0.8	1,291	1.6	312	0.4	78,691
Assam ...	32,667	67.9	9,464	19.6	2,367	4.9	391	0.8	967	2.0	1,117	2.4	391	0.8	246	0.5	527	1.1	—	—	48,197
Bihar ...	61,253	53.8	31,670	27.8	5,774	5.1	1,042	0.9	6,632	5.8	2,941	2,6	1,089	0.9	650	0.6	2,846	2.5	6	—	1,13,903
Gujarat ...	30,966	37.0	24,289	29.0	12,329	14.7	1,148	1.4	6,019	7.2	3,686	4.4	1,241	1.5	100	0.1	3,319	3.9	690	0.8	83,787
Jammu & Kashmir ...	5,176	39.7	5,237	40.2	235	1.8	420	3.2	971	7.5	650	5.0	334	2.6	—	—	—	—	—	—	13,023
Kerala ...	28,632	34.3	40,978	49.1	3,590	4.3	2,450	2.9	4,008	4.8	2,734	3.3	284	0.4	252	0.3	524	0.6	—	—	83,452
Madhya Pradesh ...	36,696	41.1	23,225	26.0	10,833	12.1	2,326	2.6	6,062	6.8	4,202	4.7	1,856	2.1	492	0.6	3,152	3.5	420	0.5	89,264
Madras ...	23,002	26.1	41,673	47.2	5,697	6.4	1,828	2.1	6,580	7.5	6,013	6.8	988	1.1	705	0.8	1,161	1.3	631	0.7	88,278
Maharashtra ...	59,363	35.7	51,682	31.1	29,519	17.7	3,725	2.2	5,781	3.5	6,844	4.1	3,909	2.4	361	0.2	5,050	3.0	100	0.1	1,66,334
Mysore ...	16,703	23.3	29,855	41.7	6,058	8.5	1,371	1.9	8,340	11.6	6,040	8.4	967	1.3	437	0.6	1,905	2.7	—	—	71,676
Orissa ...	11,826	43.5	8,625	31.7	786	2.9	611	2.2	1,856	6.8	1,841	6.8	970	3.6	259	1.0	428	1.5	—	—	27,202
Panjab ...	39,900	50.0	17,749	22.2	1,581	2.0	4,069	5.1	7,884	9.9	4,832	6.1	2,023	2.5	386	0.5	983	1.2	423	0.5	79,830
Rajasthan ...	16,614	40.9	9,898	24.4	6,656	16.5	1,425	3.5	1,434	3.5	1,911	4.7	1,372	3.4	180	0.4	1,101	2.7	—	—	40,591
Uttar Pradesh ...	1,51,335	45.3	1,01,219	30.3	24,332	7.3	4,710	1.4	7,560	2.3	5,596	1.7	27,029	8.1	864	0.3	5,230	1.5	6,247	1.8	3,34,122
West Bengal ...	88,309	49.2	42,906	23.9	30,017	16.8	2,284	1.3	6,843	3.8	4,199	2.3	594	0.3	153	0.1	3,778	2,1	363	0.2	1,79,446
Delhi ...	20,563	67.6	3,229	10.6	2,489	8.2	241	0.8	1,008	3.3	2,161	7.1	—	—	—	—	705	2.3	35	0.1	30,431
Total ...	6,41,186	42.0	4,78,702	31.3	1,47,789	9.7	29,528	1.9	78,114	5.1	61,742	4.0	44,228	2.9	5,711	0.4	32,000	2.1	9,227	0.6	15,28,227

*Including enrolment in Intermediate Boards.

Based on a statistical report prepared by UGC

ENGLISH IN INDIAN UNIVERSITIES

Fifth in the series of Review Committee Reports of the UGC, the Report of the English Review Committee emphasises the need for strengthening the teaching of the English language in the universities and colleges.

The Committee has noted that the change in the medium of instruction in the schools has created a number of problems which affect standards—both of learning, and teaching—in colleges and universities and has also observed that the problem has been further accentuated by factors like the rapid expansion of education, paucity of teachers, etc. Consequently, it points out that "today the large masses of students who come to the university are so ill-equipped in their knowledge of English that they find it difficult to read, and much more difficult to express themselves, in that language." Therefore, the committee observes that the "urgent, pressing and over-riding problem is to teach the students enough to enable them to read simple books on the one hand and to express themselves in *correct* English on the other." This, however, is the responsibility of the schools but for a variety of reasons they are unable to discharge this responsibility. Until such time as the schools are able to fulfil this obligation the universities will have to take upon themselves the task of remedying the defects in the English of the students who enter the university.

The Committee points out two aspects of the programme of English teaching. viz., teaching the language as a medium of communication and teaching English literature. Though there are no inherent conflicts between the two aspects, the Committee observes that greater attention should be paid to the language aspect.

Recommendations

In universities where English is not the medium of instruction the aim should be to develop the reading comprehension and in universities which have English as the medium of instruction the aim should be to develop also the skills of writing and speaking. Again. it would be necessary to teach English as a compulsory subject upto the final year of the degree course in both types of universities.

The Committee has recommended that at the school stage students must learn English for at least 6 years and a select vocabulary of 2500 to 3000 words. To improve the knowledge of English of students who enter the university with inadequate knowledge of English, the Committee recommends, that special courses of 3 to 4 weeks duration be organised or special classes in English during the first term be organised by cutting down laboratory work for science students and tutorials for arts students. Alternatively, English classes could be held outside the normal working hours.

The Committee further recommends that the teaching of English at the pre-university stage be strengthened so that the vocabulary expands, the student has control over structures and improves his reading comprehension. For this purpose there should be at least eight periods per week for English. Tutorial work should in no case be left to the care of junior teachers only.

To make the teachers more competent, the Committee recommends that all teachers should preferably receive some training at the Central Institute of English, Hyderabad and, where this is not possible, at least attend special summer courses organised by the universities.

At the Intermediate and degree stage the Committee recommends that there should be two courses in English. The first course should consist of two or three texts including short stories, essays, short plays, prose and verse, with perhaps a novel. The second course should be concerned with the enlargment of the student's vocabulary and his command of structures.

Higher Courses

The Committee has also suggested various measures for improving the standards at degree, post graduate and research levels.

The optional papers for the B.A. (Pass) course should have a broad cultural value. The optional and honours courses at the B.A. level and the M.A. course in English ought to form one integrated programme. To raise the standards of postgraduate studies in English, admissions to the course have to be more selective. Preferably an entrance test in composition and comprehension may be held for those seeking admission to the M.A. The Committee also feels, that it is not desirable to divide the M.A. examination into parts and the practice of offering 'dissertation' in lieu of one or two optional papers should be discouraged.

The Committee was constituted in February 1960 with Prof. G.C. Bannerjee, Head of the Department of English, Bombay University as its Chairman and Dr. P.J. Philip, Development Officer (now Joint Secretary), UGC, as its member-secretary. The other members of the Committee were : Prof. K.R. Srinivasa Iyengar (Andhra University) ; Prof. V.K Gokak, Director, Central Institute of English, Hyderabad; Prof. C. D. Narasimhaiah (Mysore University); Shri S. Mathai, Secretary (now Vice-Chancellor, Kerala University), UGC; Prof. A.G. Stock (Rajasthan University).

World concern over status of teachers

A report published jointly by the International Labour Organisation and the United Nations Educational, Scientific and Cultural Organisation points out that an improvement of the professional, social and economic status of the teaching profession is essential if the world

Continued on page 18

Awards & Scholarships

Contd. from page 1

Scholarship Facilities

Twenty-five countries have so far offered scholarships or fellowships to Indian students while India has offered facilities for study to nationals of 34 countries.

Besides Indian nationals benefiting under the programmes of the U.N. agencies, Indian scholars and teachers are selected by 11 countries under the Commonwealth Scholarship scheme.

Some scholarships are also offered by the WHO and the ILO which are administered by the Union Ministries of Health and Labour & Employment respectively. Under the Technical Cooperation Scheme of the Colombo Plan also some Indian candidates are sent to various countries for receiving advanced training in medicine and public health and allied subjects.

Post-graduate studies' scholarships

The UGC has allocated 100 scholarships of the value of Rs. 120 p.m. to the universities with Centres of Advanced Study with effect from this year. The scholarships are to be awarded to outstanding graduates who join post-graduate studies leading to a Master's degree in Science, Humanities or Social Sciences.

The awardees will also receive a sum of Rs. 300 p.a. for books and incidental expenses and travel grant once a year from the place of residence to the Centre of Study.

The scholarships are to be awarded to students coming from universities other than the university at which the Centres are located. Applications for the scholarships from suitable candidates will be invited by the Centres.

GOI Overseas Scholarships

Fourteen candidates have been selected for the award under the Government of India scheme of scholarships to Scheduled Castes, Scheduled Tribes, Denotified, Nomadic and Semi-Nomadic Tribes and other economically Backward Classes for overseas studies for the year 1964-65.

UGC Awards

One hundred and eighty-eight candidates have been selected by the UGC for the award of senior and junior research fellowships during the year 1965-66. Of these, 112 have been selected for science subjects and 76 for humanities, and social sciences. The selected candidates for science include 24 for the senior research followships and 88 for the junior research fellowships. The corresponding numbers in regard to humanities and social sciences are 19 and 57 respectively.

Utilisation of Services of Retired Teachers

The UGC has selected 21 retired teachers for utilisation of their services during 1965-66. Each of the selected teachers will be paid an honorarium of Rs. 6,000 per annum and annual contingent grant of Rs. 1,000.

Humboldt Awards for 1966-67

The Alexander von Humboldt Foundation is offering Fellowships for advanced academic research at universities and institutes in the Federal Republic of Germany during the academic year 1966-67.

Highly qualified and well recommended scholars aged between 25 and 35 and holding a degree equivalent to the German doctorate with at least two years' teaching or research experience at university level are eligible to apply. Fellowship-holders will be paid approximately Rs. 960 a month for ten months and passage to and fro in exceptional cases. University fees are paid by the Foundation.

Application forms which can be had from the nearest Consulate-General's office of the Federal Republic of Germany and for candidates residing in Delhi, Panjab, Himachal Pradesh and Kashmir from the German Academic Exchange Service in New Delhi, must reach them duly completed, by September 15, 1965.

that at least 1.5 lakhs would be provided education through correspondence courses in arts, science, and commerce courses both at the undergraduate and postgraduate levels. The intention is that these courses will be taken up in four or five regions of the country by the universities. Personal contact, an important part of the programme, will be organised at the regional levels and at the local educational institutions in the neighbourhood instead of being centralised at the headquarters of the university which runs the correspondence courses. Arrangements would also be made for sending books to students wherever they are, by starting a network of libraries of university status all over the country, at least one in each of a group of 5 to 6 districts. As a matter of fact, the Fourth Plan has made necessary provision for correspondence courses under the programmes of educational development.

Science Talent Scholarships

Three hundred and twenty-five candidates, including 94 girls, have been selected for the award of scholarship on the basis of the result of the Science Talent Search Examination held this year by the Department of Science Education of the National Council of Educational Research and Training. In addition, 190 candidates have been selected for Certificates of Merit.

This year 6,395 candidates appeared for the examination out of whom 1,152 qualified for interview.

Bharatiya Hindi Parishad meets at Kurukshetra

The 21st Annual Session of the Bharatiya Hindi Parishad was held at the Kurukshetra University on April 30 and May 1, 1965. Nearly 300 delegates from all over the country attended the session. Two seminars were also held on the occasion.

Honours courses in Computer Science

Four-year Honours degree courses in Computer Science open to oversea students are to begin in September in the Wolverhampton and Staffordshire College of Technology in the English Midlands and at Brighton College of Technology in Southern England. The new course will be divided into three sections—data processing, scientific problems and technical design.

Student Mountaineering Expedition from Cambridge

A student expedition from the Cambridge University will undertake a mountaineering reconnaissance of the Padar region of Kashmir in the next two months. The expedition consisting of six persons proposes to explore the valleys of the Prul and Brammah glaciers from the direction of Kishtwar—so far never attempted by climbers. Attempts will be made to climb the 20,000 ft. high Brammah and an unnamed peak of over 21,000 ft. The expedition has received formal approval of the Government of India and the Cambridge (University) Expedition Committee. It has also received a grant from the Mount Everest Expedition.

COMEX to India

Two hundred and ten students—one-fifth from Commonwealth countries who have been studying in Britain—left London on July 30, 1965, in five coaches on an 8,000 mile expedition, called COMEX, to Simla, India.

The buses—which have cost £. 27,000 and were handed over by the Indian High Commissioner, Dr. J. Mehta—are a self-contained community with their own theatre, film and sound unit, medical dispensary, canteen, laundry, bank and post office. They will also be used to sleep in.

Journeying through Germany, Austria, Hungary, Yugoslavia, Greece, Turkey, Syria, Jordan, Persia, Afghanistan and Pakistan, the expedition is expected to arrive in New Delhi on August 30, 1965. From here each bus will visit one of India's University centres—Bombay, Madras, Calcutta, Lucknow and Hyderabad. The students will travel to Simla, for a week-long gathering there on September 12 and are expected to arrive back in England at the beginning of October.

The expedition was suggested by the late Indian Prime Minister, Pandit Nehru, who hoped it would strengthen the ties of friendship between the young people of the Commonwealth. COMEX has the patronage of the Duke of Edinburgh.

B.A.A.S. Meeting in September

The 127th annual meeting of the British Association for the Advancement of Science will be held in Cambridge, UK from September 1 to 8, 1965. Scientists from 14 countries, including India, will be among 3,500 delegates who are expected to attend the meeting. The Indian delegates will be Dr. B.N. Prasad, President of the Indian Science Congress and Shri M.G. Raja Ram, Joint Secretary in the Union Ministry of Education.

Sir Cyril Hinshelwood, President of the British Association, will address the meeting on the opening day. "Science and Scientists" will be the subject for his inaugural address. The meeting will include a full-day symposium on "World Fuel and Power Resources and Needs." In connection with the Symposium an exhibition called "Pattern for Power" will also be held.

International Youth Centre

An International Youth Centre has been set up in The Hague, Netherlands to cater to teenagers of the international community living there who have few opportunities to meet Dutch teenagers and to join them in social, recreational, sporting or goodwll activities. A foundation committee to get the Centre going is manned two-thirds by teenagers and when opened, the Centre will be run almost entirely by the young people with a minimum of adult guidance or help unless especially requested.

Indian Students Abroad

In West Germany

According to the figures published by the German Student Travel Service in March 1963, there were 1,155 Indian students enrolled at West German universities.

Of these, 577 were studying engineering, 177 pure sciences, 175 medicine, 92 arts and social sciences, 22 industrial management, 16 agriculture and forestry, and the remaining 96 students were studying various other subjects.

In U.S.A.

In 1964 Indian students at American Universities and colleges constituted the second largest foreign student community in that country, with a total strength of 6,387—5,722 men and 665 women. Included among these were 1,632 graduate and 4,357 post graduate Indian students.

The subject-wise break-up of the figures are : Arts and Social science 1,026; Education 207; Sciences 1,475; Medicine including nursing and pharmacy 303; Engineering including architecture 2,613; Agriculture 219; Business administration 367.

Full or partial financial support is being received from the U.S. Government by 431, from colleges and universities by 2,056 and from Government of India by 126.

In U.S.S.R

Two hundred and twenty-seven Indian nationals studied in the Soviet Union in 1964 including 92 students, 98 aspirants and 37 trainees.

Ramsay Fellowship

Dr. Hari Singh Kashiv, a lecturer of Meerut College, who is now in UK has been awarded honorary Ramsay fellowship by the Ramsay Memorial Fellowship Trust of Britain. He is the second Indian to receive this, one of the top British honours.

UNIVERSITIES AND INTERNATIONAL UNDERSTANDING

C.P. Ramaswamy Aiyar

Beginning with this issue, a new feature will be introduced in the magazine. Articles on some aspect of higher Education, Universities, and other related fields which have been published elsewhere will be reproduced. The editor hopes that this feature will prove both invaluable and popular.

In an essay published on the occasion of the bicentenary of the Columbia University, Signor Felice Battaglia, the Rector of Bologna, the oldest among European Universities, sought to answer the question thus posited by him: "What are the instruments, the skills or the insights by which man can discover harmony amidst the diversity and conflicts which seem to surround him ?"

Dealing with the past history of his own and other medieval Universities including Paris, Oxford and Salamanca, he adverts to the spirit of synthesis and reason, a universal and historical knowledge that sustained those Universities which were termed Studium Generale or the Universitas Studii. The spirit underlying those Universities which led to the subsequent epoch-making developments in all parts of the Western world is applicable not only to students and professors but to the subjects studied; and in Battaglia's own words, it involves the conception of a totality, by which he means that the Unversities, for instance, of Paris or Bologna were neither Parisian or French nor Bolognese or Italian so much as European. They thus permitted a free exchange of ideas as well as of masters and scholars from the whole of Europe listening to them, as he adds, not only in Western Europe but even Bohemia, Poland and Russia which did not keep apart, as they do today, but colaborated in the great spiritual symposium. It was thus that Western philosophy renewed itself. It was more a handmaid of theology but was granted the broadest possible autonomy. In other words, the synthesis produced by the European Universities in the Middle Ages juxtaposed with the Christian concept of truth, the Greek and Roman concepts derived from Cicero and the Stoics. Differing in their organisations, the Institutions of Bologna, Paris, Oxford and Salamanca spoke to the world without any local bias. Each of them was authorised to issue a Licentia Ubique Docendi, namely, a licence to impart the teaching which was universally recognised. The Universities were universal not only in spatial jurisdiction but they drew their sources from Greece and Rome, classicism and Christianity.

Ideal University

Thus, therefore, notwithstanding that there were so many different States, Cities, Principalities, Republics and Kingdoms, all independent of each other, jurisprudence, the humanities and the sciences were viewed as a panorama of learning. Unfortunately, even in Europe, what has been described as a high sense of mediation animating Universities which regarded themselves as instruments of universal culture, has given place to new narrownesses and parochialism. But as a part of the new and compelling sense of unity that is rapidly developing in the world, as an inevitable result and reaction from the new scientific and technological potentialities and as a result of the one-world doctrine that is gaining ground, people are harking back to the idea of Universities that are and should be, in the language of Cardinal Newman, places of concourse whither the students come from every quarter for every kind of knowledge. To it, in his eloquent words, "a thousand schools make contributions and the intellect safely ranges and speculates, sure to find its equal in some antagonistic activity and its judge in the tribunal of truth."

If such ideals are to be realised, it is essential that political and doctrinal differences that have compartmentalised the world and have resulted in power blocs and competitive armaments should yield place to complete freedom, not only of discussion among scholars but freedom of travel and intercourse between professors and students all over the world. In the Universities of ancient India, students gathered from all parts of the country to sit at the feet of ancient teachers of wisdom like Vasistha, Visvamitra, Gautama, Yajnavalkya and King Janaka. Similarly, European scholars like Abelard of Paris, Irnerio of Bologna, William Occam and Erigena, drew their students from all quarters of Europe and such teachers and their students formed the nuclei of the University.

Even upto the 19th century in Europe, the spectacle of a student completing his instruction by recourse to celebrated teachers wherever they were to be found and the consequent migration of students from one centre of learning to another was a regular feature. At a recent Commonwealth Universities Conference held at Cambridge and Durham, it was my privilege to move a resolution pleading for a free and unfettered exchange of students between the Universities at least of the Commonwealth. That resolution was adopted unanimously.

International Understanding

It is difficult to conceive of any Institution or organisation which is more capable of fostering international understanding than a University. Political Conferences and even gatherings like those fostered by the UNO and the UNESCO, too often, lead to the formulation of set opinions and of various types of premeditated propaganda. A University should

(Contd. on page 18)

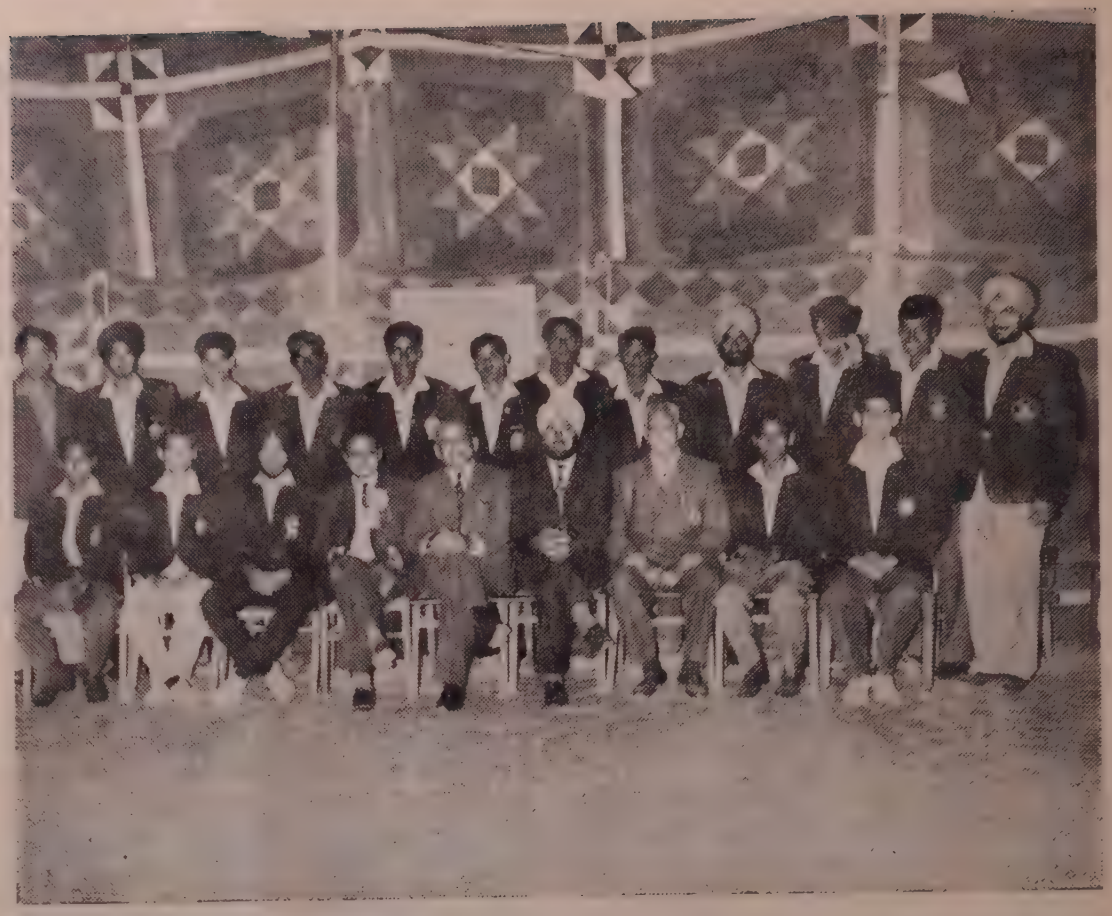
Sports

IUSB's DEBUT IN NATIONAL TOURNAMENTS

The Inter-University Sports Board is entering a Combined Universities Hockey Team in the Nehru Memorial Tournament which is scheduled to be held from the 20th November, 1965 at New Delhi.

A Combined Universities Athletic Team is also participating in the Zonal and Inter-Zonal Athletics scheduled to be organised in December by the A.A.F.I.

This is the first time when Combined Universities Teams are participating in national tournaments.



Group Photograph of the Combined Universities Hockey Team taken at the occasion of their fixture against the Indian Olympic Team. The score was 2-1 in favour of the Olympic Team.

Standing Advisory Committee

The Standing Advisory Committee constituted to suggest ways and means of promoting sports in the universities is likely to hold its first meeting in Delhi in the second week of September.

The members of the Committee are : Dr. C.P. Ramaswami Aiyar, Vice-Chancellor, Annamalai University, Dr. B. D. Laroia, Vice-Chancellor, Bangalore University, Dr. Amrik Singh, Secretary, Inter-University Board and Shri S.C. Nanda and Shri V.G. Abraham, Sports Officers of the Delhi and Kerala Universities respectively.

All India Council of Sports reconstituted.

The All India Council of Sports has been reconstituted with effect from 16th July, 1965. General K.M. Cariappa has taken over the Presidentship of the Council from the Maharaja of Patiala who is likely to go to Rome as our Ambassador. Lt. Col. Maharajkumar Dr. Vijaya Ananda of Vijayanagram is the Vice-President of Council. Besides the President and the Vice-President, 16 members have been nominated who will all hold office for a peried of two years. Two persons have also been coopted unanimously by the AICS at its recent meeting.

(Contd. on page 17)

ALLOCATION CHART FOR 1965-66

FOR GAMES TO BE PLAYED ON FOUR-ZONAL BASIS

Tournament	North Zone	South Zone	East Zone	West Zone	All India Finals	Period of the Tournament
Badminton (Men & Women)	U.P. Agrl.	Karnatak	Bihar	Vikram (Men) Bombay (Women)	Karnatak	1st fortnight of October
Basketball (Men)	Panjab	Bangalore	Calcutta	Gujarat	Bangalore	Last week of November
Cricket	Aligarh	Bangalore	Patna	Indore	Patna	23rd December to 15th January.
Football	Lucknow	Sri Venkateswara	Patna	Jabalpur	Lucknow	1st fortnight of October.
Hockey (Men)	Aligarh	Kerala	B.H.U.	Vikram	Vikram	1st fortnight of January.
Table Tennis (Men)	Aligarh	Osmania	Gauhati	Bombay	Bombay	1st fortnight of October.
Tennis (Men)	Allahabad	Mysore	Utkal	Shivaji	Allahabad	5th to 15th January
Volleyball (Men)	Rajasthan	Osmania	Saugar	Jiwaji	Osmania	1st fortnight of November.

PERSONAL

Dr. Triguna Sen, Vice-Chancellor, Jadavpur University, has been awarded "Padma Bhushan" for distinguished service to the cause of education.

Dr. D.S. Reddi, Vice-Chancellor, Osmania University has been nominated as a member of the University Grants Commission *vice* Dr. A.C. Joshi who has been appointed an Adviser in the Planning Commission.

Shri Raja Roy Singh, Joint Secretary in the Union Ministry of Education, has been appointed as Director of the UNESCO regional headquarters in Bangkok.

Dr. P. Maheshwari, Head of the Department of Botany, Delhi University, has been elected a Fellow of the Royal Society.

Shri Suraj Bhan has succeeded Dr. A.C. Joshi as Vice-Chancellor of Panjab Unniversity w.e.f. 1st July, 1965.

Dr. Bool Chand has succeeded Shri Suraj Bhan as Vice-Chancellor of Kurukshetra University w.e.f. 30th June, 1965.

Prof. M.P. Sharma took over as Vice-Chancellor of Saugar University w.e.f. 22nd June, 1965.

Dr. Dhirendra Varma took over as Vice-Chancellor of Jabalpur University w. e. f. 16th June, 1965.

Dr. M.N. Goswami took over as Vice-Chancellor of Gauhati University w.e.f. 14th May, 1965.

Dr. Bhrigunath Narayan Singh took over as Vice-Chancellor of Bhagalpur University w.e.f. 28th July, 1965.

Shri Kirpal Singh Narang took over as Vice-Chancellor of Punjabi University w.e.f. 30th April, 1965.

Dr. Sri Ranjan took over the Vice-Chancellorship of Agra University w.e.f. 21st April, 1965.

Shri R.K. Nehru took over as Vice-Chancellor of Allahabad University w.e.f. 8th March, 1965.

Shri Raja Bajrang Bahadur Singh Bhadri took over as Vice-Chancellor of U.P. Agricultural University w.e.f. 21st December, 1964.

Dr. B.D. Laroia took over the Vice-Chancellorship of Bangalore University w.e.f. 30th September, 1964.

Prof. Madan Mohan has taken over the Vice-Chancellorship of Gorakhpur University.

Dr. M.S. Rajan took over as Director of the Indian School of International Studies w.e.f. 19th February, 1965

(Contd. from page 16)

Dr. B.D. Laroia Vice-Chancellor of Bangalore University is a member of the AICS as a representative of the Universities.

A.I.R. Sports Advisory Committee

A 4-member committee has recently been constituted to advise the All India Radio in matters connected with the selection and grooming of young and talented commentators. The Committee will also review the commentaries broadcast from time to time and suggest improvements.

Maharajkumar of Vijayanagram heads the Committee which includes Shri Pearson Surita, Shri Vijay Merchant and Shri Berry Serbadhikari as members.

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ALLOCATION CHART

FOR GAMES PLAYED ON ALL INDIA BASIS

TOURNAMENT	VENUE	PERIOD OF TOURNAMENT
Athletics (Men & Women)	Annamalai	Last week of December, 1965.
Basketball (Women)	Bangalore	Last week of November, 1965.
Boxing	Jabalpur	8th & 9th January, 1966.
Chess	Madras	1st fortnight of October, 1965
Cycling	Madras	
Gymnastics	B.H.U.	3rd week of December, 1965
Hockey (Women)	Nagpur	1st fortnight of January, 1966.
Kabaddi	Shivaji	Last week of November, 1965.
Kho-Kho (Men & Women)	Bangalore	2nd week of January, 1966.
Rowing	Lucknow	1st forthnight of January, 1966.
Shooting	Aligarh	11th and 12th December, 1965.
Squash-Racket	Roorkee	25th to 31 December, 1965.
Swimming (Men & Women) Diving and Water-Polo	Calcutta	1st week of October, 1965.
Table-Tennis (Women)	Gauhati	1st fortnight of October, 1965.
Tennis (Women)	Allahabad	5th to 15th January, 1966.
Volleyball (Women)	Rajasthan	1st fortnight of November, 1965.
Wrestling	Jabalpur	1st fornight of November, 1965.
Weight-Lifting & Best Physique	Poona	3rd week of December, 1965.

(*Contd. from page 12*)

wide shortage of qualified teachers is to be overcome.

The Report forms part of an introduction to the draft Recomendation concerning the status of teachers which has been submitted to Governments by ILO and UNESCO. These Recommendations are put forward as a proposed international instrument covering the whole range of problems affecting the profession, including educational objectives and policies, rights and responsibilities of teachers, conditions for effective teaching and learning, salaries, social security and the teacher shortage. These will be placed before a meeting of experts scheduled to be held in Geneva in January 1966.

Special attention to the problem of teacher shortage is given in the draft Recommendation, even though it is considered that adoption of the Recommendation would remove its underlying cause.

(*Contd. from page 15*)

comprise men and women whose minds are flexible and open to new ideas and who can rise superior to racial, national or other narrowing prejudices. The University is typically a place where different opinions are ventilated and discussions held in a spirit of give and take, of toleration and recognition of other points of view. It may, therefore, be well argued that more valuable perhaps than all other forms of contact, a University affords the best opportunity for reconciliation through friendly discussion of different doctrines and inroads of life, national and international. Every attempt should, therefore, be made the Universities truly universal in to make scope, composition and jurisdiction.

I may conclude by referring to a wonderful passage in a Sanskrit Prose Romance, Bana's *Harsa-carita* where a Buddhist Forest University is described which is visited by a King in the course of his search for his missing sister. The passage, freely translated, runs as follows: "The king got down from his chariot and approached the site of this abode of learning. He found students and professors belonging to different religions, such as followers of Vishnu and Siva and of Buddha and the Jainas as well as atheists and materialists, from many parts of the country. Some were seated under trees, some perched on rocks and some in thatched cottages. They were vigorously debating, arguing and controverting and ultimately arriving at agreed conclusions and harmonising their ideas."

If, in the language of the great Asoka, "reconciliation is the ultimate good," then the Universities of the world would be the aptest and most natural places for such reconciliation.

Even if the above ambitious programme be, under present world conditions, a counsel of perfection, nevertheless, Universities in our country and elsewhere may surely, by the encouragement of mutual contacts and by setting before themselves the ideals of a strenuous and detached search for truth combined with tolerance and charity, help to bridge the gulfs that separate country from country, race from race and creed from creed.

(*With acknowledgements to Indo Asian Culture*)

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I, Amrik Singh, hereby declare that the particulars given above are true to the best of my knowledge and belief,

(Sd) Amrik Singh

September 5, 1965. Signature of Publisher

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UNIVERSITY NEWS

Vol. IV No. 1 | New Delhi | January, 1966

LUDHIANA—MODEL FOR AGRICULTURAL UNIVERSITIES

The Union Ministry of Food and Agricutlure has initiated steps to enable agricultural universities to play an ever-increasing role in the drive to achieve self-sufficiency in food. It is envisaged that in future the Punjab Agricultural University at Ludhiana, the biggest in size and with a record of success in various fields to its credit, should be model for all agricultural universities.

K.N. RAJ ON REVISION OF COURSES IN UNIVERSITIES

★

REPORT ON STANDARDS OF UNIVERSITY EDUCATION

★

Guidelines for Asian Educational Development

★

Readers' Forum and Book Reviews

At present there are eight agricultural universities in the country but the majority still seem to be having teething troubles. To find solutions to some of the pressing problems, the Union Minister, Mr. C. Subramanium, met all the eight Vice-Chancellors as well as top officials of the Indian Council of Agricultural Research recently in Delhi. As a result of these talks, it is learnt that the Union Ministry of Food and Agriculture have taken up the matter concerning these universities with State Governments.

Flow of funds

The crucial issue studied during the discussions in New Delhi was the steps that should be taken to ensure a steady flow of funds to these universities. One of the suggestions in this connection was to entrust the job of financing these universities to the U. G. C. At present, the necessary funds for agricultural research in a State are furnished by the ICAR and the State Governments concerned.

The present procedure entails considerable dependence on State Governments, some of whom have still not handed over completely the responsibility for agricultural research in their States to these universities. Such dependence, besides, is a major handicap in fostering a healthy climate for research.

The Agricultural University at Ludhiana is modelled on the Land Grant colleges of the USA and hence effective coordination of various phases of agricultural development is one of its main features.

Accreditation

Another innovation which is seriously considered is the introduction of the system of accreditation of these agricultural universities to maintain high standards in post-graduate education. In case the Board of Accreditation is formed it is likely that the Indian Council of Agricultural Research will use this Board for channelling the grants to these universities.

Complete integration of research teaching and extension work as at Ludhiana, is the goal of all the other seven agricultural universities. The Punjab Agricultural University has taken the lead in the matter and has set before itself the target of going up to the block level in the Fourth Plan. It is also learnt that measures to ensure uniformity of work in various fields are being undertaken.

In this connection a model act for all agricultural universities is under consideration. It too is expected to be based on the act enacted for the Punjab Agricultural University.

IMPROVED SEEDS FOR PUNJAB FARMS

Punjab Agricultural University Campus witnessed an impressive function on October 15, when 30 of the Punjab's progressive farmers gathered there to receive improved varieties of wheat seeds. Dr. Dilbagh Singh Athwal, professor of plant breeding and winner of Bhatnager award, had invited these farmers to receive the seeds. The farmers had many questions to ask on cultivation practices of wheat.

Dr. Athwal gave the farmers detailed instructions on wheat cultivation and about on-the-field tests. He was of the view that there was no limit to the extent of improvement that can be brought about by scientific research and hinted at the possibility of evolving wheat strains with a yield potential up to 125 maunds per acre. The farmers were also shown colour slides on the current experiments now going on at the University to evolve better and productive strains of wheat.

The majority of farmers expressed their appreciation of scientists coming into direct contact with the farmer and were confident that this would eventually lead to improved methods of cultivation and higher farm yields.

The 30 selected farmers who attended this function will be sharing this experiment under cultivated field conditions during the coming season. The results of these tests will be communicated to the university by the farmers themselves on a performa supplied to them.

It will be on the basis of the results of these tests on the cultivators' fields that the university will decide to release the new dwarf strain P V 18 for large-scale cultivation in the State. The Punjab University has a programme to produce about 1,500 maunds of nucleus seed of this variety during the coming *Rabi* season.

A batch of 38 farmers came to the campus again on October 25 for the second phase of the programme. These farmers, some of them represented by their managers, included retired army generals, high government officials and ministers of Government.

VARSITIES URGED TO HOLD SEMINARS ON VITAL ISSUES

Chancellor of Lucknow University, Dr. Biswanath Das, has asked the various universities in the State to hold seminars on vital issues arising from the conflict between India on the one hand and Pakistan and China on the other and make a comparative study of the three countries.

In a letter to the Vice-Chancellors, the Chancellor has suggested thorough discussion on the following topics :

Military might of India, Pakistan and China and their dependence on foreign sources for arms and other equipment, their foreign policy with its implications, their various nationalities, national minorities and their treatment, land space, availablility of land for food and cash crops, land distribution and capacity of production, the people of the three countries residing in foreign countries and their attitude towards one another, the neighbours of India, Pakistan and China as also their social, economic and political relations with them and lastly various categories of transport and conveyance available in these countries and their difficulties.

The Chancellor has suggested that teachers and research scholars should take part in these seminars and their reports should be sent to him. In his opinion intelligent people must give thought to these matters connected with neighbouring countries.

Relaxation of ban on studies abroad

The almost virtual ban on doctors proceeding abroad for further studies is going to be relaxed, according to a decision taken by the Union Government.

Under the new scheme, medical graduates who have obtained 50 per cent marks in their final examination will be eligible to go abroad for post-graduate studies. Similarly, doctors who have put in seven years service will be able to go abroad for furthering their qualifications.

However this facility is subject to certain limitations. They are required to serve the Government for a period of three years after they return home on completion of their post-graduate studies.

Secondly they will not be allowed to seek employment abroad on completion of their studies. This restriction is believed to have been placed in view of the fact that a number of doctors are actually reluctant to get back home since the conditions of service abroad are better.

The Government feels that in view of the shortage of doctors here their services should not be lost to the country.

Cut in Outlay on Education Opposed

The Consultative Committee of Members of Parliament attached to the Education Ministry at it meeting on November 12, 1965 strongly opposed any cut in outlay on education, especially on allocations for technical and scientific education.

Mr M.C. Chagla, the Education Minister, told the Committee that the Finance Ministry had proposed a 15 per cent reduction of expenditure on education in 1968.

Members suggested that more funds could be raised by increasing land revenue despite its political repercussions or by levying an educational cess. If this was not feasible, some other means should be found.

Mr Chagla told the Committee that he had sent to the Prime Minister a scheme providing for compulsory national service for all students completing their secondary education. They would have to render national service for one year at the end of which they could join university or college.

The Education Minister said that the main difficulty in implementing the scheme was lack of resources.

Members were of the view that high allocations should be provided for girls education.

REVISION OF COURSES IN DELHI UNIVERSITY

By K N. Raj

In this article, Dr. K.N. Raj, Professor of Monetary Economics at Delhi University and Director of the Delhi School of Economics, deals with a problem which every department in every university has to face sooner or later. We trust that the experience of this Department at Delhi will prove helpful to others also.

In the Delhi University the courses in Economics for both under-graduate and post-graduate students have come in for scrutiny and revision from time to time. New courses—such as an M.A. course in Economic Statistics—have also been introduced when considered necessary. Until about seven years ago no major structural alterations were however made in the existing courses, though there was growing recognition of the need to examine afresh their content and purpose in the light of the more recent developments in Theoretical and Applied Economics. It was only towards 1958 that steps were initiated for a complete restructuring of these courses.

It was natural that in the early stages of this re-thinking there was very little agreement on either the scope or the content of the changes to be made. Even those who had kept up with developments in the subject were not sure exactly what sort of changes needed to be made in the Indian context.

Discussion on problems

The first step taken therefore was to convene a meeting of all the teachers of Economics of the University (including those appointed by the colleges) and form them into a number of groups for a general discussion of the problem. This experiment did prove very fruitful, as the initial differences in viewspoint proved to be formidable almost from the beginning. It was therefore decided that one member of the Department should formulate a coherent set of proposals to begin with and that the further discussion should centre around these proposals. Though disagreement persisted on many points this strategy succeeded in enlarging considerably the areas of agreement. Once such areas of agreement were found the teachers were formed into sub-committees to examine the proposals in more detail, and this helped to eliminate further the differences in viewpoint. After the members of each sub-committee arrived at general agreement among themselves the proposals, as modified by them, were placed before the general-body of the teachers once again. It was in this way that the B.A. (Pass) and B A. (Honours) courses in Economics were revised and ultimately adopted almost unanimously in 1961.

Main Aim

At the B.A. (Pass) level the Economics taught is very elementary. The main purpose of the revision was therefore merely to give the students, in as compact and clear a form as possible, some basic ideas relating to economic organization, economic theory, and their application to Indian problems.

The general objectives set out in revising the Honours courses in Economics were the following :

(i) The course must provide a general survey of the subject and cover the ground widely rather than deeply. Specialization may be left to the M.A. stage.

(ii) The course should encourage students to view economic theory and its application more as a unity.

(iii) As part of the basic training required in the social sciences, students should be introduced to the principles and methods of scientific analysis, and also to some of the statistical techniques that are relevant in all branches of economic and social studies.

(iv) Abstract ideas imparted at this stage of training in Economics should be on a plane that is not much above the assimilative capacity of the students in the age-group 16-19.

(v) Students who stop their university education with the Honours Course should find their training useful for professions in which what is required, above all, in familiarity with those aspects of economic analysis which have a practical bearing on the work of government departments and private business."

With these in view, the Honours course was re-structured, with the following eight compulsory papers in Economics : Economic Theory, Economic Organization, Economic Policy, Patterns of Economic Development, Theoretical and Applied Statistics, Social Accounting and Public Finance, Indian Economic Problems, and Essay.

The revised courses for the B.A. (Pass) and Honours students were introduced as from the academic year starting July, 1962. Towards the end of that year, it was decided to initiate discussion on the revision of the post-graduate courses with a view to introducing new courses in Economics for the M A. degree of the University from the academic year 1964-65.

Tentative ideas

For this purpose, a brief note was prepared in February 1965 putting forward some tentative ideas, and this note was circulated among all the members of the University as well as among a number of Economists, sociologists, economic historians, and statisticians both within India and outside. Those to whom the note was circulated were requested to put down their observations in writing and these comments were also circulated. A symposium was then organized in March 1963 to discuss the various issues raised. Five sessions were held to consider (a) the general structure of the proposed M.A. courses in Economics ; (b) the coverage and content of the papers relating to Principles and Problems of Economic Analysis ; (c) the content of the courses to be offered in Mathematical Economics, Econometrics and Economic Statistics ;

(d) the content of courses in Economic History ; and (e) the desirability of offering an opportunity to students of Economics to take some papers in Sociology, and the content of the course in Sociology that might be offered to students taking this option.

General agreement

These discussions led to general agreement on the main consideration to be kept in mind in revising the courses. It was decided that the details of the syllabi could be left to be worked out by the members of the Department. The detailed proposals for revision, along with a brief account of the proceedings of the symposium and other relevant material, were mimeographed and circulated in January 1964 to all members of the Department of Economics (including teachers in the constituent colleges). After further discussion the revised proposals were accepted in February 1964. The revised courses came into effect the following academic year.

In the two years that have since passed, further changes of a marginal character have been made in the light of experience gained. It had been realised even earlier that, in spite of the time and attention given to the revision, further changes would become necessary. The scope and content of courses in Economics have been recently undergoing major changes even in the developed countries and, since the requirements of developing countries present special problems, it seemed unlikely that any satisfactory system of training for students of Economics in these countries could be devised with considerable experimentation extending over a period of time.

Once the new M.A. courses came into effect, several teachers associated with under-graduate, teaching in the colleges began to express the view that the B.A. Honours course in Economics, introduced in 1962, required further change. Awareness of the deficiencies of the Honours course seemed to be particularly great among the younger teachers. A committee was therefore appointed in September 1965, consisting of both teachers with considerable experience in the University and younger teachers, to consider whether and in what direction the under-graduate courses required further revision. (Of the 30 teachers on this Committee about half were teachers who had not had more than 5-6 years of teaching experience.) This committee met several times and ultimately agreed on the lines of further revision of the Honours course. The proposals made by the Committee have since been accepted by the University and will come into effect from July 1966. This revised Honours course represents improvement on the earlier course and can even be said to be superior in many respects to courses for the M.A. degree in several Indian Universities.

Re-examinations

By the time students taking this revised Honours Course come for the M.A. course (which will be in $3\frac{1}{2}$ years from now) it is certain that the need for further revision of the M.A. course will have been felt and accepted. It is only by such frequent re-examination of the courses and methods of teaching that the standards of training in the subject can improve over a period of time and the students trained in this University expected to compare favourably with students trained in the best Universities elsewhere. One of the major gains of the last few years has been that the teachers of this University have themselves become extremely conscious of the need for rapid change and are now taking the initiative in proposing and implementing such changes. No doubt revision of the courses is only part of the problem; a much larger problem is posed by the inadequacy of good teachers and the rapidly growing demand for them both within this University and elsewhere. However, the improvement of the courses will itself help to enlarge the supply of well-trained personnel in the future, and there is reason to hope that in the course of a few years the Delhi University will be able to produce in adequate number the sort of teachers that are now required.

Coaching for All-India Services Examinations

The Union Government has sponsored a scheme of pre-examination coaching for deserving members of the Scheduled Castes and the Scheduled Tribes in order to help them prepare for IAS, IPS, and allied service competitive examinations of the Union Public Service Commission.

Selected candidates from all over the country are required to reside at Bangalore. The Union Government will meet the expenses of their tution and lodging.

The candidates are given regular coaching by experienced staff of colleges in all compulsory papers which the candidates are required to offer for examinations.

The object of the scheme is to improve the chances of selection of these candidates for the Central Services. This scheme was put into operation in December 1962.

The last session for coaching commenced in the second week of November 1965 and would continue till the commencement of the 1966 examinations of the UPSC.

At present the number of seats at the centre is about 30 and may be increased to 75.

Instruments Laboratory in Bangalore

The setting up of the Central Instruments Laboratory in the Indian Institute of Science, Bangalore, is nearing completion.

The laboratory provides facilities for research groups working on projects in the field of optical instruments' design and manufacture.

Instruments already installed there or expected in the near future include an electron microscope, a digital computer, a mass spectrometer and apparatus for nuclear magnetic resonance.

Prof K. J. Habell of Britain's National Physical laboratory, whose services were made available in setting up the laboratory, has just completed a two-year assignment in this country.

CULTURAL EXCHANGE

Indo-Soviet Academic Exchanges

Regular academic exchanges are likely to be established soon between Delhi University and Moscow State University, according to Dr. C.D. Deshmukh, Vice-Chancellor of Delhi University.

Dr. Deshmukh said that a draft agreement covering such exchanges had already been worked out. His visit to the USSR in October 1965 under the Indo-Soviet cultural exchange programme gave him an opportunity to explore the possibility of some kind of a standing agreement for such academic exchanges. He described the visit as "very successful."

Dr. Deshmukh said that he was cordially received by the rectors, pro-rectors, professors and lecturers of the Moscow and Leningrad Universities and the exchange of opinions with them was very fruitful.

The Delhi University Vice-Chancellor had a word of praise for the attitude of helpfulness on the part of Russian universities towards universities in India.

Teacher, Student Exchange Plan

The University of Bombay will shortly begin a programme of collaboration with the University of Leningrad for the exchange of teachers, students and materials. This programme, the details of which are being finalised, has been approved by the University Grants Commission.

The university is already running certificate and diploma courses in Russian.

Institute of Indian Studies at Moscow

Mr. M.C. Chagla, Union Minister of Education, has hinted at the possibility of an Institute of Indian Studies being set up at Moscow.

The Minister was speaking at a reception given to the Soviet Minister of Higher and secondary specialised education, Mr. V.P. Yelutin.

Mr. Chagla said that the most significant feature of Indo-Soviet collaboration was that USSR wanted India to become self-reliant and stand on its own feet in various technological and industrial fields.

Referring to the Indian Institute of Russian Studies in Delhi, Mr. Chagla said that this was set up in record time. It was hardly a year back that the project was thought of and today it was already functioning. On behalf of the Government of India, Mr. Chagla thanked the Soviet Government for the speedy execution of the project.

History and Culture of the Tamils

Tamil Development and Research Council, in coordination with the Academy of History and Culture of Tamils, is now engaged in a systematic study of the antiquities and historic periods of Tamil Nad, said Mr. M. Bhaktavatsalam, Chief Minister of Madras, in a statement in the Madras Legislative Assembly on November 9, 1965.

These organisations were extending all assistance to the Government in preparing an authentic nine-volume history of Tamil Nad with particular reference to the social, economic, cultural, religious and political aspects of the people, he said.

He underlined the fact that the various committees set up by the Tamil Development and Research Council would devote attention to the study of the life of the common people and it was not necessary to constitute a separate body.

Mr. Bhaktavatsalam stated that to help the Tamil Development and Research Council in its laudable objective, the Centre had already given Rs. 35,000 as the first instalment of grant. The State had given an equal sum for the purpose. If greater allotment was not made it was because of the emergency.

Soviet Cultural Team in India

A two-member delegation of the Society of Soviet-Indian Cultural Relations, led by Mr E.V. Ivanov, Deputy Chairman of Soviet Societies for Friendship and Cultural Relations with Foreign Countries, arrived in New Delhi on November 30,1965 from Moscow.

The delegation will participate in the celebrations of the Indo-Soviet friendship month, which was inaugurated here on November 7.

During their two-week stay in the country, the members of the delegation called on the President, Dr. S. Radhakrishnan and the Education Minister, Mr. M.C. Chagla.

New Methods in Medical Teaching

New methods and tools for teaching medicine are being discussed and demonstrated during workshops organised at Delhi, Banaras, Hyderabad and Baroda by the Union Government in co-operation with the World Health Organisation.

The workshop at Delhi was inaugurated on November 15 at the World Health House in New Delhi, by Dr K.N. Rao, Director-General of Health Services.

At each of the four centres 20 participants and 10 observers from India's 75 medical colleges are participating to learn about modern concepts of education in the teaching of medicine and undertaking research into new educational methods which may be applied in India.

NEHRU INSTITUTE OF ENGINEERING

Mahi Danda, about 6,300 ft. above sea level near Uttarkashi, has been selected for the campus of Nehru Institute of Mountaineering.

Brig. Gian Singh, who retired from the Army last year, has been appointed principal of the Institute.

Seminars

FARM PROBLEMS IN FOURTH PLAN

A four-day seminar on problems agricultural of development for the northern region was held at Ludhiana from October 28 to Oct. 31, 1965. The main aim of holding the seminar was to bring together economists, agronomists, administrators and planners on a common platform on a regional basis in order to consider preliminary proposals for agricultural development in the Fourth Plan.

Participants in the seminar felt that it was well-timed to give the necessary boost to agriculture in this country. The need to achieve the agricultural targets set and the steps to evaluate it in terms of the increase in farmers' income were also discussed at length in the seminar.

Another important area of discussion related to the administrative and organisational arrangements for the programmes in agriculture. On the research side the need for regionalisation of research effort was also stressed by a number of speakers.

During the discussions it was suggested that for making the optimum use of available fertilisers in conditions of shortage, pilot programmes of adequate size over a sufficiently long duration should be undertaken before large allocation of fertilisers could be made available. Further it was urged that for improving the technical base of agricultural planning, it was necessary to have agricultural planning units in each state including technicians and statisticians.

Regarding the allocation of outlays between different States, a view was expressed that it was not practicable to base these on the principle of equimarginal returns. since a State was a unit for agricultural programme as well as for raising of resources. It was contended that since the primary goal was achieving of sufficiency in food grain at the least possible cost in the minimum possible time, the adoption of economic criterion for allocation of resources between States and areas had become inescapable.

The dislocation in plan implementation caused by the large element of uncertainty of availability of resources for various programmes under existing methods and procedures was also a topic of discussion at the seminar, Among the remedial measures the one that stressed the need to draw up the total agricultural plan in two parts was generally accepted. One part of the plan should be capable of being completed in the period alloted while the other part may be undertaken if the necessary resources are found.

Quality Seeds

The broad outlines of the programme for multiplication and distribution of improved seeds were explained. The present arrangements for production of foundation seed and their subsequent multiplication through registered seed growers were not considered satisfactory. In this context, the desirability of starting large-sized government-mechanised farms devoted to seed production was suggested to ensure quality of seed.

The proposals regarding the programme for distribution of of chemical fertilisers under the Fourth Five-year Plan were reviewed and the target of two million tonnes of nitrogen was considered necessary to achieve food grain production of 120 million tonnes at the end of the Fourth Plan. It was also found important that arrangements for the production of fertilisers within the country should be given the highest priority.

As regards research, education and extension work, the need for integration of all these activities not only at the institutional but also at the individual level was underlined. At the Punjab Agricultural University, research, extension and training activities were so dovetailed that each teacher undertook any two of them so that they were in continuous touch with the field problems as well as progress in sciences. It was suggested that the practice followed by the university should serve as a model for other States.

The most important improvement programme proposed for the Fourth Plan was the intensive cattle development project covering 100,000 breedable cows and buffaloes for milk production. A composite scheme for piggery development was also proposed for the Fourth Plan.

LONDON SEMINAR ON PARTITION

An academic seminar on the problems posed by the partition of the Indian sub-continent will be held in London shortly. It is being organised by the School of Oriental and African Studies, London University.

The seminar is expected to be the most exhaustive yet held on the subject. It may be two years before the findings are finally correlated. The talks are to be published later.

Institute for Talented Students

Thirty-eight students from 15 universities participated in an Institute for Talented students of Biology, inaugurated by the Vice-Chancellor, Dr A Lakhmanaswami Mudaliar at Madras on Dec 4, 1965.

The Institute was run for a fortnight by the Madras University under the auspices of the University Grants Commission. A series of lectures and demonstrations were given by the staff of the Department of Botany and Zoology in cooperation with professors in some of the affiliated colleges in the City.

The Institute, the first of its kind in India, aimed at bringing together promising and bright students in different universities and acquainting them with the latest developments in Biology.

SYMPOSIUM AT MADRAS

Professors of foreign universities representing nine different countries and Dr. J.V. Narlekar are expected to participate in the two weeks' symposium on recent developments in theoretical physics starting from January 3 in Madras.

Dr. C.P. Ramaswami Aiyar, Chairman of the Inter-University Board, will inaugurate the symposium organised by the Institute of Mathematical Sciences. Dr. R. Venketaraman, Industries Minister and Chairman of the Board of Governors of the Institute, will preside.

News from Abroad

290,000 Students Study Abroad

About 290,000 students, two percent of the world's student population, were studying in foreign countries in 1964.

Figures from the latest edition of "Study Abroad" published by UNESCO, shows that in 1964 United States had the highest number of foreign students, more than 74,000, followed by France, 30,000, the Federal Republic of Germany 25,000, the U.S.S.R., 21,000 and the United Kingdom 14,000 in universities and university colleges alone.

It is estimated that 4,500 full time Indian students were studying in Britain, according to a supplement to the booklet, Overseas Students in Britain, published by the London Conference of Overseas Students.

Of the overall total, about two-thirds were from Commonwealth countries, with the largest numbers from Nigeria (8,067).

The number of overseas students in universities totalled 14,000, at technical colleges 16,724 and at Inns Court 2,360. The booklet says that half the students were in London. Of these studying at universities about half (7,535) were engaged in post-graduate studies.

These figures represent an increase of almost 3,000 in the past three years.

The total number of overseas students in Britain in the same year was about 68,000 compared with 64,000 in 1963, and 10,000 in 1950.

Gift of German Books

The Prototype Production and Training Centre, Okhla, the Indo-German institution which has been promoting the manufacture of machine tools for small industries and the training of Indians in this field received a gift of books and instructional material from the Federal Republic of Germany on November 30,1965.

The gift, which comprises nearly 1,300 books valuable for technicians and for teachers in various technical trades and some 200 manuals embodying lessons of practical instruction in workshops, was handed over by Baron von Mirbach, German Ambassador, to Mr B. Misra, Deputy Minister for Industry and Supply. Officials of the National Small Industries Corporation which is in the administrative charge of the Centre, and teachers and trainees of the Centre were also present.

New Variety of Tea

Georgian plant-breeders have evolved 10 "Soviet-Indian" varieties of tea after hybridising some Georgian varieties with varieties imported from India. The best among these varieties is called Georgian, a Soviet agricultural specialist, Mr. Vasily Gulisashvili, said in an interview in New Delhi.

Academician Gulisashvili arrived in India as the head of a two member delegation to represent Soviet Afro-Asian Solidarity Committee at the Indian Afro-Asian solidarity meet in Kanpur.

Mr. Gulisashvili said that some other Indian plants were also being grown in Georgia. He cited the example of cashew-nut tree, which is being cultivated over a sizeable area in Western Georgia.

British Aid to Continue

Britain would continue financial aid to the University College in Salisbury, Southern Rhodesia.

The Minister of Overseas Development, Mrs. Barbara Castle, in a statement said : "The financial assistance from Britain towards the current costs of the college is at the rate of £250,000 an year for three years. We have now reached the second year of this arrangement.

"Since the College is providing higher education for students of all races and operates under Royal Charter, the Government has decided to continue its assistance to the College so long as the Government is satisfied that conditions continue to exist under which the college is able to discharge this function."

BOTANISTS RESEARCH FINDINGS IN ASSAM

Results of research work conducted by a British botanist during his trip to Assam will be published shortly in India.

Mr. David Bellamy of the University of Durham is working on data which he obtained during his visit to Assam. He hopes to publish his work in Indian journals through the cooperation of the University of Gauhati, where he was based during his stay.

His general line of research, which will take at least five years and of which the Assam project forms a part concerns the productivity of natural vegetation, its mineral supply and man's effect on it.

Earlier, Mr. Bellamy was a member of a student expedition to Africa which did work on similar lines.

He hopes to return to India to implement the research work he carried out here.

Gandhi Bhawans Start in Four Universities

Of the 40 Gandhi Bhawans to be set up in different universities chosen by the University Grants Commission, those in the universities of Delhi, Punjab, Nagpur and Rajasthan have been functioning for some time.

These Bhawans which are financed in equal proportion by the Commission and the Gandhi Smarak Nidhi would undertake research in Gandhian philosophy.

There is no proposal, it is learnt, to extend assistance to universities outside India carrying out research on Gandhian philosophy.

Place of Sanskrit in 3-Language Formula

The Central Sanskrit Board which met in New Delhi on November 20 discussed in detail the place of Sanskrit in the three-language formula and appointed a committee to go into the financial and administrative implications of the proposal.

The Board also approved the selection of 37 schools under the scheme of Ministry of Education for the award of scholarships to those passing out of Sanskrit Pathasalas in 1965-66.

Campus News

Affiliation Granted

Andhra University granted affiliation in various subjects and courses to 10 colleges in the year 1965-66.

Course in Music

Annamali University Academic Council has approved the recommendations of the Board of Studies in Music for the institution of a two-year part-time certificate course in music.

New Department

Banaras University is considering the question of introducing M.Sc. in Biophysics and Biochemistry courses.

The Academic Council of the University has recommended the creation of a new department of Business Management in the faculty of Commerce.

The University introduced a diploma course in Library Science from August 1965.

Two new faculties

Bihar University has decided to open two new faculties and start courses in journalism and library science.

The Council has accepted in principle the introduction of the semester system in place of the five-year integrated engineering course.

A post-graduate training and research institute is to be inaugurated in the Rajendra Memorial Research Institute for Medical Science at Patna.

Training to teachers

Indore University will set up a new college of education for imparting training to teachers of higher secondary schools at Indore.

Kurukshetra University proposes to start evening classes in law to which about 100 students will be admitted.

The University is likely to introduce short term courses in Sanskrit.

A museum of Sanskrit and Hindi manuscripts and old coins would be set up in the university campus shortly.



Mr V. P. Yelutin, Soviet Minister for Higher and Secondary Specialised Education, inaugurating the Institute of Russian Studies in New Delhi. Mr M.C. Chagla, Union Minister for Education, looks on.

Mysore University has inaugurated its first evening college for PUC and degree classes in arts.

The university proposes to revise and reorient the existing teaching and research programmes of post-graduate departments of geography and a number of specialised courses are to be introduced shortly. The students will also get training in applied fields such as Urban Development, Regional Planning, Community and Rural Planning and Natural Resource Development.

Patna University has approved the introduction of a diploma course in radiology.

Punjab University proposes to introduce diploma course in Urdu, Sanskrit and Arabic from the next academic year.

Rajasthan University has instituted the following new courses :

M.A. vocal music at Maharani's College, Jaipur and B.A. (Hons) Geography at Rajasthan College, Jaipur.

It has been decided to transfer the University Extension Library to the University of Udaipur.

The University department of Geology situated at Udaipur will be transferred to Udaipur University in July 1966.

The SNDT Women's University in collaboration with the U.S. Information Service, has arranged the publication of a number of books originally published by the U.S. Children's Bureau.

Gujarati and Marathi editions of this series translated by teachers of the SNDT University are under preparation and will be published next year.

STEPS TO INDIANISE AGRICULTURAL STUDIES

Prompt steps for Indianisation of higher studies in agricultural and animal husbandry will be taken from 1966, it is reported.

The decision follows the stoppage of travel grants to scholars by American agencies.

One of the first steps to meet the new situation it is learnt, will be that those going to the USA for higher studies in the subject will stay there only for the period in which they can complete their courses of study. They will be asked to write their thesis in India and to do research here under Indian conditions.

Instead of American degrees, such scholars will be given degrees by the Indian Agricultural Universities. The Punjab Agricultural University is making arrangements to provide the highest degrees in agriculture here and it has decided that for the degrees which were obtainable in India, it would not send its teachers to the USA. Besides, it was also reported to have decided to ascertain fully all the arrangements available in India with regard to the grant of high degrees in agriculture.

Four more Medical Colleges in Fourth Plan

Plans to open three medical colleges, one at Tiruchi, another at Coimbatore and the third at Salem, have been included in the Fourth Plan.

It is understood that there is no proposal to change the present system of selection of students for admission to the medical colleges in Madras State.

In addition to these three medical colleges, the Himachal Pradesh Government proposes to set up a medical college in Simla and it has taken preliminary steps in this connection.

A Committee has been appointed by Punjab University to go into the question of granting affiliation to the college.

STUDENT WASTAGE IN ENGINEERING INSTITUTES

The high incidence of student wastage in engineering educational institutions has been brought to light by the Institute of Applied Manpower Research in a recently published study.

The study reveals that the rate wastage is 15.6 per cent in the case of first degree institutions where the duration of the course is four years and 19.3 per cent in the five-year degree courses. The rate, however, is lower for students in mechanical engineering as compared to civil and electrical and other engineering branches.

In polytechnics, the rate of wastage is 28 per cent on an average. It is 28.3 per cent for the electrical branch and as high as 33.5 per cent in the case of civil engineering.

The study points out that the extent to which precious human resources continue to be lost remains almost the same as a decade ago. This is for want of energetic measures for achieving well-set physical targets.

The six-fold expansion in admission numbers since 1947 adds to the number of human material carefully selected and placed into courses only to be thrown out without any further attention.

Among the comprehensive set of recommendations made for the consideration of the Union Ministry of Education for early action through the universities as well as the State Boards of Technical Education for pupil wastage is a re-examination of the curricula and the examination system. Further, there should be provision for tutorial and summer schools for guidance to students.

It has also been recommended that greater attention should be paid to the need for proper selection of teachers.



The Australian Minister for External Affairs, Mr Paul Hasluch, presenting Dr (Mrs) Shamu Sikand of New Delhi, the 6000th Colombo Plan student to study in Australia, with gifts from the Australian people.

ENROLMENT ACCORDING TO FACULTY & 'MEN' AND 'WOMEN' : 1964-65 (INTERMEDIATE BOARDS NOT INCLUDED)

Faculty	Univ. Depts/Universities			Affiliated Colleges			Both Univ. Deptts & Aff. colleges combined		
	Total Enrol.	No. of women included in Total	%age	Total Enrol.	Women Enrolled	% of W	Total Enrol.	Women Enrolled	% of W
Arts	78,246	22,143	28.3	4,64,940	1,44,691	31.1	5,43,186	1,66,834	30.7
Science	42,608	6,415	15.1	3,65,094	64,357	17.6	4,07,702	70,772	17.4
Commerce	12,857	122	0.9	1,18,932	2,207	1.9	1,31,789	2,329	1.8
Education	3,627	1,298	35.8	25,901	8,802	34.0	29,528	10,100	34.2
Engg./Tech.	21,930	298	1.4	56,184	580	1.0	78,114	878	1.1
Medicine	6,318	1,066	16.9	55,424	13,301	24.0	61,742	14,367	23.3
Agriculture	8,317	34	0.4	16,911	40	0.2	25,228	74	0.2
Vet. Science	2,298	1	negligible	3,413	41	1.2	5,711	42	0.7
Law	12,816	428	3.3	19,184	759	4.0	32,000	1,187	3,7
Others	1,472	655	44.5	1,755	538	30.7	3,227	1,193	37.0
Total	1,90,489	32,460	17.0	11,27,739	2,35,316	20.9	13,18,227	2,67,776	20.3

UNIVERSITY ENROLMENT & POPULATION IN INDIA (1964-'65)

State	Population (in million)	Number of universities	Average population for university (in million)	Total University Enrolment	University Enrolment per million of population
Andhra	38.36	4	9.59	78,691	2051
Assam	13.07	1	13.07	48,197	3688
Bihar	50.13	*1	8.36	113,903	2272
Delhi	3.14	1	3.14	30,431	9691
Gujarat	22.58	3	7.53	83,787	3711
Jammu & Kashmir	3.73	1	3.73	13,023	3491
Kerala	18.36	1	18.36	83,452	4545
Madhya Pradesh	35.15	8	4.39	89,264	2540
Madras	35.63	2	17.82	88,278	2478
Maharashtra	43.06	6	7.18	1,66,334	3863
Mysore	25.47	**4	8.49	71,676	2814
Orissa	18.88	2	9.44	27,202	1441
Punjab	22.48	4	5.62	79,830	3551
Rajasthan	22.17	3	7.39	40,591	1831
Utter Pradesh	79.39	9	8.82	1,24,122	1563
West Bengal	38.20	7	5.46	1,79.446	4698
Total	× 469.80	62	7.70	13,18,227	2806

× Union Territories except Delhi are excluded.

* From one university there is no information.

** One university has not started functioning in this year.

GUIDELINES FOR ASIAN EDUCATIONAL DEVELOPMENT

Guidelines for future educational development in Asia were defined at the concluding session of the Bangkok conference of Asian Ministers of Education and Ministers responsible for economic planning.

The Conference which met in the last week of November, was convened jointly by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Economic Commission for Asia and the Far East (ECAFE).

The meeting was attended by 75 delegates—including 13 Ministers—from 15 Asian States. A representative from Kazak Soviet Socialist Republic was specially invited by the UNESCO Executive Board.

The five points outlined for future Asian educational development were:—

1. The need for balanced educational development, including general education at all levels, technical education and literacy campaigns, taking into account different levels of progress in various Asian member States.

2. Integration of such development into over-all plans for social and economic expansion.

3. The importance of quantitative improvement in education at all levels especially in secondary and higher education, as well as quantitive school enrolment.

4. Improvement in the training of teachers, their status and conditions of service and increased use of modern teaching aids and techniques.

5. The need for more general all-round expansion leading to development of the "whole man."

In addition to the five points, 15 resolutions and reports from the conference, and the two commissions approved at the final meeting covered a number of other recommendations and plans. These concerned :

The need for more widespread education among girls and women, especially in rural areas;

Suggestions for dealing with the problem of school drop-outs and other wastage;

Agricultural education;

The importance of higher education and its role through the whole spectrum of teaching levels;

The need for sound, long-term educational planning and administration; and

A review of progress made since the last meeting of Education Ministers in Tokyo in 1962 as well as projects for future development up to 1980.

Future Pattern of Asian Education

One of the documents attracting attention was a draft Asian "model" giving an outline of projected Asian education patterns in the next 15 years, including the target norms and financial measures needed to achieve those objectives. In the final report delegates praised the model and recommended, that the member States of the region make the fullest use of it.

Some delegates cautioned, however, that the plan must be revised from time to time to take account of changing conditions, national needs and new skills as they become available, as well as educational costs.

Stress was laid on the proper assessment of manpower demands in Asia, thought by many as a vital element in planning for the region. Fears were expressed in the conference that there might be "an increasing number of so-called educated unemployed", if the ability of countries to absorb this educated manpower was not taken into account. The danger of imbalance arising from technical vocational education was particularly emphasized.

Expansion of science education in the larger Asian countries was also underlined. These countries were urged to prepare detailed, phased plans covering reorganization and expansion at all levels of science teaching so as to "provide science teaching to all pupils for at least 10 years, as will as expanded facilities in universities.

Teacher-Training Essential

Tribute was paid to the "essential role" in training teachers and educationists of the UNESCO Centre at Quezon City, Philippines. Some delegates urged the setting up of national centres on a similar pattern.

Finally, the conference expressed the opinion that, "in view of the vital importance of quality education in Asian States, and in view of the possible deleterious effects of a foreseeable rise in the pupil-teacher ratio", UNESCO, with ECAFE cooperation, should strengthen the efforts made by regional institutes to assist member-States to provide more teacher training, textbooks, and other teaching aids for education.

Dr. C.D. Deshmukh and Prof. K.G. Saiyidain represented India at the Bangkok conference of Asian Ministers of Education.

Book series on Commonwealth

The first in a series of books dealing exclusively with Commonwealth affairs was launched by Pergamon Press in London on November 25, 1965.

Called 'the Evolving Commonwealth', the book has been written by Dr Tom Soper, Director of Britain's Overseas Development Institute. It is the first of 25 volumes to be published by the Pergamon Press as a part of its Commonwealth and International Library.

MSc Course in Tea Research

The Madras Government has submitted a scheme to the Tea Board for introducing a two-year MSc course in research on tea at the Agricultural College and Research Institute, Coimbatore.

Originally a post-graduate course in plantation management was proposed to be started at the institute. The Coffee Board and the Rubber Board which were invited intimated their inability to participate in the scheme and it had to be confined to an MSc course in tea.

Awards & Scholarships

GRANTS FOR PROMOTION OF URDU

Grants totalling more than Rs. 8 lakhs have been given by the Union Ministry of Education for the development and promotion of the Urdu language through the various State Governments and voluntary Urdu organisations, it is learnt in New Delhi.

Prominent organisations like the Anjuman Taraqqi-E-Hind Urdu and Islamic Cultural Board have been receiving grants regularly.

Grants are given to voluntary Urdu organisations under the scheme of Ministry of Education for development of modern Indian languages. These are given not only for publication of books, compilation of dictionaries and encyclopaedias and translation of Indian classics and modern literature into Urdu but also for construction of buildings and providing other facilities. Assistance is also provided for the production of regional works and anthologies of Urdu stories and poems.

Urdu organisations are also given grants under the cultural programme of the Ministry of Education. So far cultural grants to the tune of Rs. 5 lakhs have been paid to these organisations.

Two New Research Fellowships

Two new post-doctoral research fellowships to be awarded in Britain annually have been announced by Shell International Petroleum Company.

The awards, which are open to nationals of any country, will each be worth Rs. 17,333 a year and will be tenable for two or three years in any university, college of technology or other recognised research establishment in Britain. The fellowships will enable the award holders to pursue research in a subject of their own choice in engineering, mathematics, physics, chemistry, biochemistry, botany, zoology or micro-biology.

Lumumba Varsity Degree for Indian Student

Shankar T. Shende, a 28-year-old Indian, has received the degree of candidate of Agricultural Sciences at the Lumumba University in Moscow. He is one of the first to get a degree at the university. In his dissertation, the young scientist proved that rice yields can be increased by applying bacteriological fertilisers along with mineral fertilisers.

Prominent scientists, stressed the special value of this work for India.

It was noted during the defence of the dissertation that it conformed to the highest scientific standards and its main points had been proved by a series of experiments in the Kuban valley in southern USSR.

Commonwealth Award

A science student of the university college, Trivandrum, Faruq Marikar, has won a special award in a Commonwealth essay contest organised by "Endeavour" magazine.

Among the 135 student competitors from Commonwealth countries, Mr. Marikar is the only Indian to win a special award for his essay on "Chemicals from oil."

Student wins free trip to India

Alber Wazler, a 27-year-old German student of Indian Philosophy the Sanskrit, has been selected by and Government of India for the award of a free trip to India prize.

He is conversant with Sanskrit, Hindi, Urdu and Tamil, besides the two ancient dialects of Pali and Prakrit. He will visit various universities, museums and cultural institutes during his three-week tour.

Grants for two Varsities.

The Birla Institute of Technology and Science (BITC) in Pilani, Rajasthan and the Masschussetts Institute of Technology (MIT) in Cambridge, Mass, (U.S.A.) are co-recipients of a $1,450,000 grant (about Rs. 72,50,000) to aid their associated plan to develop BITC into a pace-setting, private research and training centre for technologists and scientists. This was announced by the Ford Foundation on Dec.. 23, 1965.

The University of Baroda and lowa State University in Ames, (U.S.A.) received a similar, associated grant of $517, 000 (about Rs. 25,85,000) to continue Ford Foundation support of their joint effort to expand post-graduate training and research at Baroda to help meet India's growing need for home-science teachers.

Scholarship for Study of Nuclear Science

With a view to giving impetus to the advancement of nuclear science, the Nizam's Charitable Trust, one of the biggest of its kind in the country, has reserved all its foreign scholarships this year for advanced study of nuclear science.

A panel of three prominent scientists recommended by Dr. C.H. Bhabha will select three candidates from the 36 scientists from all over the country who have applied for scholarship.

Awards for Trombay Scientists

Two Trombay scientists are among the recipients of the Shanti Swarup Bhatnagar Memorial Award for scientific research. They are Dr. Brahm Prakash, Director of Metullurgy group, and and Dr. R. Ramana, Director, Physics Group.

The awards for 1963 and 1964 were announced by the Governing Body of the Council of Scientific and Industrial Research last month.

PROFESSORS TO HELP SCIENTISTS IN SURVEY

Professors of 18 universities are operating with defence scientists to collect detailed information about the various physiographic regions in the country.

A new establishment—the Terrain Evaluation Cell—has been created in the Defence Research and Development Organisation. The cell, in collaboration with university departments like those of geology and geography, will prepare extensive maps for 31 selected regions representing different terrain types and topography. This information in maps will be of great help to our army personnel for effective deployment of tanks, guns and other armoured equipment. It will also enable them to evaluate other terrains by comparison.

For proper utilisation of armoured corps, artillery, engineers, infantry and signals detailed maps incorporating specific and exhaustive terrain data are absolutely necessary. At present, the information about climate and soil features collected by organisations like the Indian Meteorological Department and the Geological Survey of India is not quite sufficient for use of the Army.

When the project is completed it will be possible to classify terrains on a scientific basis and to prepare facet maps showing types based on climate, soil properties, water table and structure of the surface.

Correspondence Course In Mechanical Engineering

Correspondence courses in the Russian language and in mechnical engineering will be introduced from 1967 in the Institute of Russian Studies and the Indian Institute af Technology, Bombay, respectively.

Text-books for these courses will be provided by Russia, according to the decisions taken by the joint Indo-Soviet Board for republication of text books.

The Board further agreed that two experts should visit the Soviet Union in February, 1966, for about six weeks to study the working of correspondence courses in engineering.

Books written by Indian authors with the help of Russian experts will be printed in Russia.

VISVA BHARATHI EXPENSES HIGHEST

Of all the Central Universities the per capita recurring expenditure of Visva Bharati was the highest in 1960-61.

The amount is estimated at Rs. 5,029/- whereas it is Rs. 2,034/- in the case of Banaras Hindu University, Rs. 1,124 in case of Delhi University and Rs. 340/- in the case of Burdwan University.

This wide disparity in the per capita expenditure on central universities was revealed in the Public Accounts Committee's 41st report submitted to the Lok Sabha by its Chairman, Mr. R.R. Morarka, on Nov 17, 1965.

The Committee noted that the disparity in the per capita expenditure on Central Universities might depend to a certain extent on the total enrolment, the state of its development and whether a university was of the residential type or the affiliating type.

But it felt that this disparity was too wide. It therefore asked the Union Education Minister to examine the reasons for these wide disparities in order to minimise them as far as possible.

Economy Drive Likely to Affect Universities

In view of the Punjab Government's economy drive, the three Universities of the State—Punjab, Kurukshetra and Punjabi—may face financial difficulty next year, it is learnt.

The allotment of funds for the Education Department for development activities in the next year's Plan had been cut down from Rs. 4.5. crores. This was less than the current year's provision.

Because of this cut, the Education Department would not be able to pay grant to any of these Universities, although Rs. 56 lakhs was originally proposed to be given as grants.

Manuscript of Gitanjali

The Union Government has purchased a copy of the original manuscript of Gitanjali from Harvard University of the U.S.A. The copy will be kept in the National Library, Calcutta.

The Government came to know recently that Dr. Rabindra Nath Tagore had given a manuscript copy of the English version of his Gitanjali to Sir William Rathenstein and that the papers of Sir William Rathenstein had subsequently been purchased by Harvard University

The Union Minister of Education, Mr. M.C. Chagla, made a request to the Harvard University for donating the manuscript to Visva Bharati University. Though the University could not agree to this, they agreed to give a microfilmed copy of Gitanjali on payment which has since been received.

10 Subjects to be Taught in Punjabi

The Punjabi University Senate on November 28 adopted a proposal for adoption of Punjabi as medium of instruction for six more subjects up to the degree level from the next academic year.

This raises the number of subjects for which Punjabi will be the medium to 10. Students will, however, have the option to answer questions in Punjabi, Hindi or English.

Additional subjects selected for the Punjabi medium include philosophy, geography, public administration, psychology, sociology and home science.

An important recommendation accepted by the Senate was that examinations be instituted for honours in Sanskrit, Persian and Arabic, proficiency and high proficiency in Sanskrit and honours in Urdu.

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READERS' FORUM

I have a Bachelor of Architecture degree. Can I study further in the subject in India?

—I.D. Pande, Nagpur.

The University of Calcutta has a Master of Architecture degree course extending over two years.

I wish to appear as a private candidate in one of the Indian Universities for obtaining the B A. degree. Will you kindly advise?

—K.D. Kuriakose. Trivandrum.

No university in India allows candidates to appear in the examinations privately. Concession to appear as private candidate is restricted (a) to those who are resident within the territorial jurisdiction of the universities; and (b) to certain category of persons like teachers, librarians etc. Some universities also allow women candidates to appear as private candidates for certain of their examinations.

Kindly let me know the number of universities in India, including those proposed to be set up, and where I can obtain comprehensive information about these universities.

—Lucy Thomson (Mrs.), London

Sixty three universities are already functioning in India and two more are proposed to be set up shortly.

Information about 55 Indian Universities can be had from the 14th edition of the "Universities Handbook—India & Ceylon—1964", published by the Inter-University Board of India & Ceylon, New Delhi. You may refer to this either at the office of the High Commissioner for India in London or at the Association of Commonwealth Universities Office in London. They are also available for sale with us.

Will you please let me know the difference between "University" and a "College" in India.

—D.M. Morrison, Wisconsin

Universities are created by Acts of the State Legislature (a few, by Acts of Parliament also) and this charter empowers them to grant degrees. In the initial stages of University education in India they were merely examining bodies; but, now in almost all of them teaching and research is also done.

A college, on the other hand, may be set up either by the Govt. or by private benefaction. These colleges however cannot grant degrees but, if they are affiliated to a university, send their students to take the examinations conducted by the university to which they are affiliated.

Suggestions from various quarters have also been received by the Education Commission that "autonomous" colleges should be set up who would have greater freedom in preparing a syllabus, experiment with new techniques of teaching etc. The report of the Commission is likely to be ready by April 1966.

I am interested in obtaining a Master's degree in Engineering from one of the Universities in England or America. Will you kindly tell me whether there are any scholarships available for this purpose.

—B. Krishnamurti, Madras.

The Students Information Bureau in the University of Madras would have easily furnished you the details if only you had approached them. However, you may consult the following books: (1) Scholarships available for Study at Home and Abroad, published by Govt. of India; and (2) Study Abroad published by UNESCO.

Will you please tell me how many Institutes of Advanced Study have been established in India, and also their scope and range of interests.

—G.S. Gadre, Muradnagar.

With a view to maintaining high standards in higher education and thereby raising the level of advanced studies in universities and colleges all over the country, the University Grants Commission has instituted a scheme of setting up of Centres of Advanced Study attached to different universities. Such centres have been established for an intensive study in the disciplines of Astronomy (Osmania University), Botany (University of Delhi and University of Madras), Chemistry (University of Delhi and Calcutta University), Economics (University of Bombay and University of Delhi), Education (M.S. University of Baroda), Geology (Punjab University and University of Saugar), History (Calcutta University), Linguistics (University of Poona and Annamalai University), Mathematics (University of Bombay, Calcutta University and Punjab University), Physics (University of Delhi and Calcutta (University) Philosophy (Banaras Hindu University, University of Madras and Visva-Bharati University), Sanskrit (University of Poona), Zoology (University of Delhi and Annamalai University).

University Told to Prune Fourth Plan Size

The U.P. Government has asked Lucknow University to prune its Fourth Plan size from Rs. 3 crores to about Rs. 75 lakhs in view of the present emergency.

Originally the university had prepared a plan of Rs. 2 crores including Rs. 1 crore as its hard core. The university has now redrawn its plan on the basis that the State Government would contribute Rs. 30 lakhs and University Grants Commission another Rs. 35 lakhs. The university might expect an additional amount of Rs. 10 lakhs under the scheme for expansion of women's education in science, students welfare and library. It also intends to strengthen the various departments at the post-graduate level.

During the Fourth Plan period, Lucknow University intends to start degree courses in Tamil, Telugu, Russian, French and German.



The Combined Universities team 1965-66 which participated in the Nehru Memorial Hockey Tournament with Dr C.P. Ramaswamy Aiyar (Chairman of the Inter-University Board) and Dr Amrik Singh, (Secretary).

Sports

Visit of Kabul Tennis Team

The Kabul Tennis Team is likely to visit selected University centres during the last week of January 1966. The team will consist of a manager and three players. The team's tour programme includes visits to Delhi, Aligarh, Bombay, Bangalore and Hyderabad where they will play against the respective host university teams.

Universities fine debut :—The Combined Universities Hockey Team gave a fine performance at the Jawahar Lal Memorial Hockey Tournament held recently in New Delhi. In the first round the Universities defeated the Maharashtra XI by a solitary goal. In the second round they got the better of last year runners up, South Eastern Railway. In the quarter-finals the Universities lost to the M.E.G., Bangalore, by a narrow margin.

Baldev Singh (Centre Forward) Panjabi University, Ajit Paul Singh (Centre Half) Panjab University and Osman Khan (Outside Left) Aligarh University contributed a good deal to the team's sparkling performance in the tournament.

CONCESSIONS TO BORDER STUDENTS

Punjab University has agreed to give a number of concessions to students, teachers and colleges in the border areas of Ferozepore, Amritsar and Gurdaspur.

The Vice-Chancellor, Mr Suraj Bhan, in a statement at Chandigarh recently said that students who had to miss their examinations in September or October would be allowed to appear next time without any extra fees.

The university examinations might be held for the benefit of those students who might like to appear earlier than April. Candidates unable to take September examinations due to their being in civil defence units would be given another chance.

The Syndicate, it is learnt, has recommended to the Punjab Government a special allowance to teachers working within a radius of 10 miles of the Indo-Pakistan borders. The University Grants Commission is also being requested to give grants to teachers in the border districts for one more year.

PERSONAL

King Mahendra of Nepal was awarded D. Litt (Honoris Cause) at a special convocation of the Banaras University held on November 30, 1965.

Dr. C.D. Deshmukh, Vice-Chancellor of Delhi University and Prof. K.G. Saiyidain, member of the Education Commission, represented India at the Conference of Education Ministers responsible for economic planning of the member states of U N E S C O in Asia at Bangkok from November 22 to 29.

Prof. P. Edros will be returning to Hungary after a period of visiting professorship of Mathematics at the advanced centre of Mathematics at the Punjab University.

Mr T.P. Meenakshisundaram Pillay, Professor of Linguistics, has been selected as the first Vice-Chancellor of Madurai University.

Prof. I.D. Sharma, head of the department of Political Science, Punjab University has been invited by the Union Academique Internationale, Paris, to collaborate in an international research project on modern governments sponsored by the U N E S C O.

Dr. C.G. Wynne, Director of Optical Design Group at the Imperial College of Science and Technology, London, arrived in New Delhi on December 21 to help introduce courses in opthalmology and lens designing at the Indian Institute of Technology, New Delhi.

Prof. Bimal Ghosh, Head of the Department of Curriculam, Methods and Text-books, National Council of Educational Research and Training, New Delhi, has been selected as one of the 12 successful candidates from Asia, Africa and Latin America to participate in the United Nations Triangular Fellowship programme of 1965.

Prof. V.P. Silin, a Soviet expert on Plasma Physics, from the **Lebedev's Institute of Physics** of the USSR Academy of Sciences, arrived here on December 14, 1965 on a lecture tour of the country.

Book Reviews

Standards of University Education, published by the U.G.C., New Delhi 1965; 292 pages; Price Rs. 7.00

In August 1961 the University Grants Commission appointed a Committee to "undertake a systematic and objective investigation of problems relating to the standards of higher education in Indian Universities." As Dr. Kothari observed in his letter written to the members of the Committee "the question of evaluation of standards of teaching and research has many aspects and is a very complex subject" and "an objective assessment of the position should be made and measures adopted for raising standards wherever they have deteriorated."

The Committee, conscious of the complexity of their task, observe (Page 8) that there has been an "explosion" in knowledge. Hence, "it is possible to argue that in this context the search for an objective measure loses much of its meaning... the view of standards increasingly taken everywhere tends to be dynamic. It is not, therefore, possible to apply any constant unit of evaluation to the situation."

The various aspects of the problem of University standards in India have been discussed in thirteen chapters including one on Aims of university education in India and another on maintenance and coordination of standards.

The report not only gives the actual circumstances prevailing in the universities but also has indicated how the quality of education could be improved in the various institutions. Some of its more important recommendations are summarised below :

1. A more careful selection of students entering universities.

2. Universities should devote themselves more assiduously to a definition of what is expected of students at particular points on their education and formulation of courses of studies in this light.

3. Necessity for having a built-in device in every university to look after the maintenance and improvement of standards of courses of study.

4. Giving serious consideration to having a 10-year school course followed by a 2-year Intermediate or Junior College and a three-year degree course.

5. It would be desirable to introduce an intermediary or a Lower research viz., M.A./M.Sc. by research, especially in the languages.

6. On the question of medium of instruction at the university stage, the report points out that "as the area of pertinent knowledge to be covered is large and the technology of acquiring knowledge in universities differs widely from the one used in schools," careful preparation must precede a change over to an Indian language. The Indian languages have to grow up to their full stature and the universities must satisfy themselves about the availability of teachers, sufficient number of good books, etc.

7. With regard to examination reform the aim should be to remove the sources of error in the present method rather than replace it by some other method which may prove to be equally unsatisfactory.

8. There should be a reasonably uniform system of granting affiliation to colleges and the power of granting affiliation should vest in the university alone. A certain number of good colleges should be given an "autonomous" status to experiment with new techniques of teaching courses of study, internal exami nations, etc.

9. Dealing with "Organisation of Universities" the report points out that universities "as academic bodies committed to the pursuit of truth, should have a high degree of autonomy and should function without control or restraint by any external authority." This is to be supported not only as a cherished ideal of university organisation "but also from the practical view-point that a university cannot rise to great heights of academic achievement unless it is left to do its work according to its own genius and light." "Academic matters must be decided by academic people" and "there is no inherent conflict between the principle of accountability and the idea of autonomy," the report points out. The report suggests the setting up of a Board of Undergraduate Education and, parallel to it, a Board of Post-Graduate Education in every university.

The chief value of the report lies in the accumulation of a large mass of data of varies types in the 36 appendices added to the report. These are a veritable mine of information.

The Committee was first appointed with the late Dr. N.K. Sidhanta as its chairmen. After his demise, Shri S. Govindarajulu was appointed as chairman. Dr. P.T. Philip was its member Secretary.

—M.S. Rama Murthy

J.W. Airan, College Administration—A Proposal, published by Asia Publishing House, 1965, Pp. 57, Price Rs. 5/-.

The thesis of this very interesting and useful book by Dr. J W. Airan, Principal, Wilson College, Bombay is, "Teaching is as clearly a business of the College as research is that of the University." This is not to imply that at a university there is no teaching done or at a college there is no research done. Only, according to the author, we should get our emphasis correctly so that there is no misapprehension on this score. Personally I am inclined with the author. In my judgment, so many of the confusions and contradictions that surround the functioning and administration of colleges would disappear if we were to accept the simple but profound thesis put forward by Dr. Arian.

The book is full of shrewd observations and helpful suggestions. The author has been principal of a leading college of the country for several years and is known for his willingness to experiment and innovate. Evidence of this cast of mind is to be found all over the book and I cannot do better than recommended it to all those who have anything to do with the administration of college managements also. Quite a few of them proceed on the assumption that they are expected to educate others and not themselves. This is a fallacy as even a cursory reading of this book will immediately show.

The book has a number of helpful and relevant appendices also.

—Amrik Singh

UNIVERSITY OF DELHI

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Applications are invited on the prescribed form for the two post of Teaching Assistants in the Department of Business Management & Industrial Administration of the University in the grade of Rs. 300-25-350. Dearness, City Compensatory and House Rent allowances and Provident Fund benefit admissible according to University rules in force from time to time. The post have been sanctioned for the period of the III Five Year Plan ending 28th February, 1966 for the present but are likely to continue thereafter.

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Good academic record with a First Class or High Second Class Master's Degree in psychology or Sociology, Engineering or a recognised Post Graduate Diploma in Business Management or Industrial Management.

The prescribed application form may be had from the Registrar's Office either personally or by sending a self-addressed envelope with stamps worth Rs. 0.70 Paise to cover postage.

Applications on the prescribed form should reach the Registrar, Universitp of Delhi, Delhi-7, not later than 20th January, 1966.

Note : Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

UNIVERSITY OF OXFORD

Nuffield Readership in International Economics

Notice is given that the Nuffield Readership in International Economics will fall vacant on 30 September 1967.

The electors intend to proceed to an election and invite applications by 22 January 1966.

Candidates should send to the undersigned eight copies of their application and of any statement which they may think it desirable to submit, and should name three referees. Testimonials should not be sent.

The choice of the electors will not necessarily be limited to those who apply.

The present stipend of the readership is on the scale £2,800×75 to £3,250.

In accordance with the provisions of the University Superannuation Scheme the reader will be required to become a member of the Federated Superannuation System for Universities.

F.H. SANDFORD,
Registrar

UNIVERSITY OF NEWCASTLE UPON TYNE

Research Assistant in Civil Engineering Materials

The University invites applications for the post of Research Assistant in the Department of Civil Engineering. The person appointed would be required to undertake research in the field of civil engineering materials, to assist in lectures to undergraduate and postgraduate students, and to supervise laboratory courses in materials.

The commencing salary will be at an appropriate point on the scale £1,050—£2,505. Membership of F.S.S.U, required.

Applications (three copies), together with the names and addresses of three persons to whom reference may be made, should be lodged with the Registrar, The University, Newcastle upon Tyne 2, not later than 31st January 1966.

UNIVERSITY OF NEWCASTLE UPON TYNE

Department of Economics

The University invites applications for two Lectureships in Economics tenable from 1st October 1966 or such other date as may be agreed. For one of the Lectureships preference will be given to candidates with a special interest in Economic Statistics.

The salary in each case will be at an appropriate point on the Lecturers' scale £1,400—£2,505. Membership of F.S.S.U. required.

Further particulars may be obtained from the Registrar, The University, Newcastle upon Tyne 2. with whom applications (three copies), together with the names and addresses of three persons to whom reference may be made, should be lodged not later than 15th January 1966.

UNIVERSITY OF NEWCASTLE UPON TYNE

UNIVERSITY LIBRARY

Research Fellow

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Further particulars may be obtained from the Registrar, The University, Newcastle upon Tyne 2, to whom applications, together with the names and addresses of three persons to whom reference should be made, should be lodged not later than 21st January 1966.

UNIVERSITY OF KEELE

Lecturer in Education

Vacancy for a Lecturer in Education from 1st April, 1966. Candidates should have teaching experience and good academic qualifications in History. Higher degree in Education an advantage. Salary in scale £1,400×85—£2,505.

Further particulars and applications forms from the Registrar, The University, Keele, Staffs. Closing date for applications 23rd January, 1966.

UNIVERSITY OF WALES

University College of Swansea

Lecturer in Bioehemistry

Applications are invited for the post of Lecturer in BIOCHEMISTRY, for which preference will be given to candidates with a special interest in enzymology.

The salary will be on the scale £1,400× £85 to £2,505 together with F.S.S.U. benefits.

Further particulars may be obtained from the Registrar, University College of Swansea, Singleton Park, Swansea, to whom applications (six copies) must be sent not later than *Saturday February 26, 1966.*

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VICE-CHANCELLORS IN SESSION

It is not so very often that the Vice-Chancellors of Indian Universities come together to discuss their common problems. In the Inter-University Board of India and Ceylon they have a common platform and on the occasion of its 41st Annual Meeting on 5th and 6th February 1966 at Mysore they will be able to spend two days together and talk about their problems and co-ordinate their thinking on issues of University Education.

Amongst the important problems that the Vice-Chancellors are scheduled to consider are: the problem of University autonomy; the relationship of universities with different statutory councils dealing with professional courses; constitution of an Inter-University Accreditation body; the system of grants to universities by the UGC; the problem of litigation in which universities are sometimes involved; the problem of the length of school education and university education and the inter-relationship between the two and a review of the functioning of the NCC and its possible lines of further development. There are a number of other problems also but these are either technical in nature or relatively of small importance to be mentioned here.

University autonomy

Of all these problems, perhaps the most complex and at the same time the most crucial to the future of university system in India is the problem of university autonomy. As has been said by many people, autonomy is not an inherent right of universities but it is an indispensable precondition for their proper and progressive functioning. This much is agreed to readily by almost all of those who choose to discuss this problem. But to apply this concept in concrete practice and in terms of differing situations all over the country is something that cannot be so readily thought out.

During the last few months there has been considerable discussion about this subject and it will be interesting to see how Vice-Chancellors define their attitude in this matter. A proper solution of this problem is urgent because over the last few years it has been getting more and more acute and it is not possible for universities to shut their eyes to the existence of this problem and yet function satisfactorily.

The Inter-University Board of India and Ceylon under whose auspices this meeting is taking place at Mysore was established in 1924 with the objective of acting as an Inter-University organisation and helping universities to collaborate with each other in those activities which are of common concern to all.

Some of the State Education Ministers are likely to attend this meeting as observers. This will make it possible to discuss the issue from more than one angle—which is as it should be.

J. W. Airan
On Admission to Colleges

★

Indo-Soviet Academic Exchanges

★

Figures on Distribution of Colleges

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Expansion in Education Urged

A vast expansion in education at all levels over the next 20 years will be needed to produce sufficient number of educated workers and specialists to sustain an average annual economic growth rate of 7 per cent.

This is indicated in a memorandum submitted to the Education Commission jointly by the Indian Statistical Institute and Perspective Division of the Planning Commission in collaboration with the Educational Statistics division of the London School of Economics.

The memorandum puts forward proposals for educational development at different levels and different subjects on the assumption that education at the secondary level and above should be broadly related to the pattern of jobs.

According to the memorandum, the number of workers with matriculation or higher education qualifications should grow from 5.2 million in 1961 to 16.6 million in 1976 and 32.6 million in 1986. By 1986, it is pointed out, proportion of workers with matriculation or higher educational qualifications to the total number of workers should rise to more than 11 per cent against less than 3 per cent in 1961.

Stress on Output

The output from the educational system must grow correspondingly, the memorandum emphasises. The numbers who matriculate each year should increase on an average by 8.5 per cent. Thus, by 1986, about one fourth of the children in the corresponding age-group should be reaching this educational level, compared with only one in 15 at present and 5 per cent of them should be graduating compared with 1.5 per cent today.

The memorandum points out that so far as unskilled educated workers are concerned, there is unlikely to be any problem. But "considerable efforts" will have to be made to produce sufficient number of specialists in engineering, medicine and teaching.

MEANS-CUM-CASTE BASIS FOR SEATS

The Kerala Government will accept the modifications suggested by the Kumara Pillai Commission in the reservation of seats in professional colleges and in the post-graduate courses.

The Commission, which had been set up by the State Government in July last year to examine the issues connected with reservation, submitted its report on December 31st last.

The Government will also accept the suggestion of the Commission to adopt a means-cum-caste criterion for the backward classes to ensure that the benefit of reservation is available to the really deserving sections among them.

The Commission had recommended that the concession should be restricted to candidates, whose annual family income does not exceed Rs. 4,200.

Mr. Raghavachari said that the Government was considering whether this limit could not be reduced further.

Engineering Committee

In engineering, the long-term rate of growth should be roughly 12 per cent a year, so that by 1986 there are about 875,000 graduates and 1,300,000 diploma holders, compared with 58,000 graduates and 75,000 diploma holders in 1961. In making these estimates, the memorandum has taken into account not only the changing structure of manufacturing industry, but also the fact that when most capital goods are made in India, the design of projects now often undertaken by foreign firms, will have to be handled by Indian engineers.

As regards agricultural education, the memorandum points out that more and better material inputs into agriculture will have their full effect only if they are complemented with a "massive increase in the number of people educated in agriculture." Altogether there should be 300,000 agricultural graduates against 14,000 in 1961.

The rate of growth required is very steep, but if statements about importance of agriculture are to be taken seriously, this must be regarded as the minimum, it adds.

Percentage of Reservation

The Commission had recommended raising the percentage of seats to be filled on the basis of State merit from 10 to 50 and reducing the percentage for regional merit from 50 to 20 and for backward classes from 35 to 25. The reservation of five per cent of the seats for Scheduled Castes and Tribes will remain unchanged.

(The seats reserved for Malabar area on the one hand and Travancore-Cochin on the other, to be filled on the basis of regional merit, are distributed in the ratio of 5:8)

The reduced quantum of reservation of 25 per cent of the seats for the backward classes has been allocated by the Commission as follows : Ezhavas 9 per cent, Muslim 8, Latin Catholics 2, Backward Christians 1 and other Hindus 5.

The Commission has favoured the abolition of reservation for the backward classes in the degree and pre-degree courses and in the Ayurveda and Law colleges.

The Commission has taken the view that though caste might be a relevant factor, it should not be the sole criterion or dominant factor for determining backwardness. It felt that in the prevailing conditions in this State, it would be neither just practicable to make a classification, for the purpose of Article 15 (4) of the Constitution, for determining social and educational backwardness, eschewing all considerations of caste or community. It favoured a blended approach taking both economic factors and caste or community into account.

The Commission has found caste still a potent factor in the State's social life and large sections among listed communities still labouring under communal or caste disabilities which had caused them to be socially backward.

It was, however, of the view that the upper and wealthier sections did not suffer any disability worth mentioning nor were they in any way socially backward. It was to ensure that they did not deprive the really deserving sections of the benefit that the Commission has proposed the means-cum-caste criterion.

BOMBAY PROFESSOR HONOURED

The Indian Geophysical Union has awarded the Dr. Krishnan Gold Medal for 1965 to Dr. Devendralal for outstanding work in geochemistry. He is now working with Prof. Libbi in the United States on radio carbon dating techniques.

Dr. Devendralal is professor of geophysics in the Tata Institute of Fundamental Research, Bombay. He has made substantial contribution to the knowledge of propospheric and stratospheric circulation and of oceanic circulation by the development and application of radio-isotope techniques and isolation of rare isotopes like Si-32 and Al-26.

WATMUL AWARD

Dr. Narinder Singh Kapany of Patiala has been selected for the Watumal Award for his achievements and inventions in the field of optics and technology and applied physics, according to information received in Patiala.

He is at present President of the Optics Technology Inc. Belmout, California.

Indian Award for Australian

The Punjabi University has conferred as honourary Doctor of Science degree on Dr. Edward E. Dunlop, a leading Melborne surgeon, who was a prisoner of war camp doctor in Burma, in World War II.

GRANT FOR CHANDIGARH ENGINEERING COLLEGE

The Union Ministry of Works and Housing has sanctioned further grants and grants-in-aid worth Rs. 1,84,500 to six engineering institutions for the maintenance of research-cum-training centres on rural housing. This includes a grant of Rs. 35,000 to the Bengal Engineering College, Sibpur (West Bengal).

The rural housing wing of the Punjab Engineering College, Chandigarh, has been given a grant of Rs. 24,500.

The University of Roorkee and Birla Vishwakaram Mahavidalaya, Vallabh Vidyanagar (Gujarat), have been sanctioned grants-in-aid worth Rs. 30,000 each. The grants-in-aid to the school of Planning and Architecture, New Delhi, and the College of Engineering, University of Mysore amount to Rs. 32,500 each.

SEPARATE VARSITY FOR HIMACHAL

The Himachal Pradesh Government proposes to start a separate university for Himachal Pradesh during the Fourth Plan period. The proposed university, which will be a multi-faculty university, will particularly concern itself with economic development of Himachal Pradesh and lay special emphasis on subjects of study such as horticulture, animal husbandry and forestry.

Details regarding the establishment of the university were discussed at a recent meeting of the Committee of the University Grants Commission.

It is understood the committee of the U G C was impressed with the need for a separate university for Himachal Pradesh and sanction for the same would be given shortly.

New Departments planned by Punjabi University

Punjabi University has planned to set up post-graduate departments for the teaching of Urdu, Persian, Arabic and Sanskrit.

The University Syndicate has sanctioned the posts of readers and lecturers for these departments from the next academic session as recommended by the Academic Council. Each departments for these subjects will have one reader and one lecturer.

As many as 14 additional posts have also been sanctioned with effect from the next academic year to strengthen the existing university departments of Mathematics, Economics and Law.

The Vice-Chancellor has been authorised to fix priorities for creating new departments and filling various posts.

Third Campus for Agricultural Varsity

Punjab Agricultural University has decided to establish another campus the third one at Palampur to pay more attention to the developments of agriculture in hilly areas of the Punjab.

The university at present. has two campuses one each at Ludhiana and Hissar.

Three more Engineering Colleges for Madras

The Madras Government has asked for three more engineering Colleges in the Fourth Plan, according to Mr. R. Venketaraman, the State Minister for Industries.

The Planning Commission, the Minister said, had objected to the demand on the ground that Madras had already enough colleges. The Minister said he had pointed out to the planners that most of the engineering graduates would found small-scale industries and their skill would not go waste.

Teacher—Librarian Training Service

A State-level, teacher-librarian training service was organised by the Extension Service Department College of Education, Kurukshetra University. The service was attended by about 25 participants from various parts of the State.

In view of the shortage of trained librarians, it was felt necessary to give a short-term training in library management to teachers as a stop-gap measure.

The meeting has recommended a special cell for school librarians at the departmental level with an experimental librarian as consultant to advise the Government on library organisation.

Philosophy of Culture Seminar

More than 35 scholars participated in all-India Seminar on Philosophy of culture sponsored by the University Grants Commission held in Chandigarh recently.

Speakers at the Seminar appealed to the scholars to lay bare the cultural resistances that stood in the way of progress.

It was pointed out that although Indian philosophy had been doubly practical in aiming to transform the individual morally to effect the desired changes in society the neglect of the study of cultural dynamisms had led to decadence.

LOW- PRICED TEXT-BOOK REPRINTS

University and College students in India are now able to purchase at low prices many of the latest American text-books as a result of the successful Joint Indo-American Standard programme.

The programme is operated under the direction of the Joint Indian-American Board, with the Secretary of Education, Union Government, as its Chairman. Recommendations regarding text-books to be reprinted are made by the Ministry of Education, Indian colleges and universities, Indian and American specialists and professional groups, U S I S, U S A I D and Indian and American publishers.

However, no title is included in the programme unless it has the approval of the Ministry of Education of the Union Government which obtains evaluations of books from well-known Indian educators and specialists. Reprinting is handled by Indian publishing houses, using materials available in this country.

Since the beginning of the programme in 1961, more than 260 standard works in approximately 20 educational fields have been made available to students in India at about one-third of their imported prices.

A series of exhibitions of these books are scheduled to be held at Burdwan, Bhubaneshwar, Jamshedpur, Ranchi, Gaya, Patna, Muzaffarpur, Darjeeling, Gauhati, Shillong and Imphal.

SEMINAR ON ECONOMIC DEVELOPMENT

A three-day seminar on Economic Development was held recently at Puri, in Orissa in which the American economist, Dr Max F. Millikan, Director of the Centre for International Studies at the Massachusetts Institute of Technology, was the principal discussion leader. Dr William Travis, visiting professor at the Indian Institute of Management, Calcutta, was among the Indian university economists and economic writers who participated in the seminar.

Gift of Books to Roorkee Varsity

The technical library of the late Prof. Charles A. Gilpin of Wisconsin was presented to the University of Roorkee, by Mr W. Carter Ide, Deputy Director of the United States Agency for International Development (USAID) Mission to India, at a ceremony in New Delhi recently.

The 250-book collection was received on behalf of the university by Prof. S. Lal, head of Roorkee's mechanical engineering department.

Roorkee started as a college of engineering—the oldest in India. The University is one of the 14 technical education institutions in India which have been assisted by the U.S.

Mr Gilpin was a specialist, in heat, power and machine design. He served as a USAID consultant in India from 1961 to 1964. He was at Roorkee University for one year and helped to develop the graduate and post-graduate industrial engineering programme.

Stress on Teaching of Foreign Languages

The Board of Trade which met in Bombay recently reviewed the working of export assistance scheme and re-emphasised the need for providing adequate teaching facilities in the country for foreign languages like Arabic, Spanish, Russian, Japanese, French, German, Swahili and other important languages for business executives travelling abroad and Government officials who were likely to be posted abroad.

The Board felt that this would go a long way in developing good contacts with business community and others abroad and would thus result in expanding trade relations.

It recommended that the Indian Institute of Foreign Trade should prepare a comprehensive long-term scheme in consultation with the External Affairs Ministry and the different universities of the country and others concerned. It also expressed the hope that full support of the trade and industry would be forthcoming in the establishment of an Institute of Arabic and African Studies.

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(Sd) Amrik Singh

Feb. 2, 1966

Signature of Publisher

CULTURAL EXCHANGE

20 Soviet Professors Teaching in India

About 20 Soviet professors and teachers are working in Indian higher educational institutions at present where they teach such subjects as semiconductors,thermodynamics, hydraulics, electrical engineering, mechanics, internal combustion engines and metallurgy.

Fourteen Soviet instructors teach Russian in Indian Universities. At the Institute for Russian Studies in New Delhi, besides Russian, students study the literature, history and economy of the Soviet Union.

Contacts between Soviet and Indian Universities are becoming increasingly frequent. The question of signing a scientific exchanges agreement between the Universities of Moscow and Delhi is being considered at present.

Over 200 Indian students and postgraduates attend Soviet higher educational establishments and 15 Soviet researchers. teachers, students and postgraduates are undergoing training in linguistics in India.

A group of Soviet doctors are now working at the Delhi Pediatrics Centre, and Kalavati Saran Children's Hospital.

A Manipuri Dance troupe recently gave concerts in Moscow, Leningrad, Riga and Lvov. Soviet audiences warmly applauded the troupe which acquainted them with the Naga and Manipur dances. A group of musicians headed by Balachandra played Indian classical music in Moscow, Perm and other Soviet cities.

Gift to Birla Planetarium

The British Government has presented a model of the world-famous Jodrell Bank radio-telescope to the Birla Planetarium in Calcutta on December 4.

During a brief lecture, illustrated with the Birla Planetarium equipment, Mr. G. Chaffey, Curator of the Planetarium, demonstrated how vastly the radio-telescope had extended man's knowledge of the universe. He said that the Jodrell Bank radio-telescope, weighing more than 2,000 tons, was the first and largest fully steerable dish-type radio-telescope in the world.

Research Centre at London

Lord Fenner Brockway, Chairman of the Lokmanya Tilak Memorial Trust, said in the course of a visit to Calcutta that an Indian centre would be built in London at the proposed expenditure of £4,50,000 (about Rs. 60 lakhs).

He said that the Centre would, among other things, provide scope for research on Indian affairs. He said he had already collected Rs. 10 lakhs in this connection.

INDO-BRAZILIAN ACADEMIC EXCHANGE

A cultural agreement for exchange of students between India and Brazil will be signed in March next.

Mr Renato de Mendonca. Brazilian Ambassador—designate to India, said in New Delhi that the proposed agreement would be first of its kind between the two countries.

Mr Mendonca said that his country would also renew the existing Indo-Brazil agreements.

Exchange of Scholars with Tashkent

The University of Tashkent may exchange scholars, scientists and students with an Indian University.

The possibility of such an exchange was explored recently in New Delhi by Mr. T.A. Sarimskov, Uzbek Minister for Higher Education and Mr. M.C. Chagla, Union Education Minister.

Indian students may also be given facilities for research work at the Institute of Oriental Studies, Tashkent which contains rich source material on mediaeval Indian History.

Hindi Taught

A high school in Uzbekistan capital, Tashkent, has made Hindi a compulsory subject of study from the lower kindergarten classes to the eleventh standard.

About 110 boys and girls are studying Hindi in this school. At the same time, 200 boys and girls are studying for a five-year degree course in Hindi and Urdu at the Institute of Foreign Languages in Tashkent.

The students hope to become interpreters and teachers of Hindi. The Uzbek Government plans to send more Hindi scholars to India for higher studies, it is reliably learnt.

Collaboration in Research Urged

Six Soviet scientists who were in New Delhi recently felt that there should be continuous cooperation and collaboration in research between Indian and Soviet scientists.

The scientists are Prof. V.A. Fock, Prof. A.A. Abrikosov, Prof. V.P. Silin, Prof. A.I. Kitaigorodosky, Prof. A.N. Kost and Dr. A.N. Kholodilin, UNESCO Adviser for the Centres of Advanced Studies in Indian Universities.

One scientist disclosed that there was a proposal to set up an institute for low temperature study in India with Russian collaboration. He said very little work was being done in India in the field of solid state physics. Russia was also prepared to help India in making experimental apparatus in carrying out research in this field too, he said.

Practical bias to Research Programmes

The Punjab Agricultural University which has made big strides in the field of agricultural research during the last two years, has decided to further strengthen its research programme in order to meet immediate needs of the Punjab, to ensure better coordination and better untilisation of funds allocated for research work.

It had been decided to fix priorities for the solution of the problems which needed immediate attention in the State. Hitherto, different problems used to be given haphazardly both to the research staff and to the post-graduate students without caring about their immediate utility in the practical field.

According to the new decision, a list of the problems faced in the agriculture and allied fields in Punjab would be drawn up and deployed for the solution of these problems which needed immediate solution.

The same criterion would be adopted for giving problems to the post graduate students in the university.

DEMONSTRATION OF DENTAL SURGERY

About 50 delegates professors and teachers of various dental colleges of India participated in the dental seminar at Lucknow on January 9, 1966. The seminar dealt with prosthetics and orthodontics in two separate sittings.

Sponsored jointly by the British Council and the Dental Council of India, the seminar confined itself to practical demonstrations of dental surgery and emphasised the clinical aspect.

Col N.N. Bery, President of the Dental Council of India, disclosed that a research project on "sodium flouride intake and dental caries" would soon come through to the Dental College, Lucknow, under P L 480 grant from the U.S.A. He said that a research project on "prophylaxis procedure on control of peridontal diseases had already been sanctioned for the college under P L 480 grant.

He said that a permanent research unit in peridontology had been sanctioned for the Lucknow Dental College by the Indian Council of Medical Research.

Prof G.E.M. Hallet, Dean of the Dental School, University of New Castle upon Tyne, said that with more and more teachers specialising in various aspects of dentistry there were dangers of too much detail being put into the course and thus obscuring the fundamentals.

He stressed the need for the student to be brought to an all-round pitch of knowledge so that when he went to practice he diagnosed well and treated within the level of competence and referred what was beyond his competence to appropriate specialities. He must be trained to bring the maximum benefit to as many people as possible in a most efficatious way.

Prof. A.O. Mack, head of the Prosthetics Department of the University of Newcastle, emphasised the necessity of dental practice in the country to treat the public widely.

Correspondence Courses for Four Regional Colleges

A new course called the "summer schools-cum-correspondence course for Bachelor of Education" will be added to the programme of teacher-training at the four regional colleges of education established by the National Council of Educational Research and Training at Ajmer, Bhopal, Mysore and Bhubaneshwar from April this year.

The course is intended to remove the 40 per cent backlog of untrained secondary school teachers in the country. Initially about 800 candidates—200 in each of the regional colleges of education would be taken for this course.

The total duration of the B Ed training through summer school Courses would be 14 months. This would include two summer vacations of four months during which candidates would be required to stay in campus of the regional colleges of education for an intensive instructional programme. The intervening period of 10 months between the two vacations would be utilised for supervised field experience, including practice teaching.

Duritng this period the trainees would be sent exercises through post and their answers would be sent back to them after correction. B. Ed. degree would be awarded to those who would pass examinations conducted by the universities to which these colleges were attached. This course would, however, be restricted to untrained teachers who had put in more than five years of service.

In order to meet the shortage of teachers in polytechnics in the eastern zone, the regional colleges of education in Bhubaneshwar has revised its programme of four-year integrated course in polytechnics and technology education.

The programme originally had been so devised as to prepare the student as a teacher of technology and not qualify him as an engineer. The programme was then undertaken to meet the teacher requirements of multi-pupose schools with technology streams. But the need of teachers for the growing number of polytechniques has made the revision of the original programme necessary.

The programme for 1966 to be followed includes a four-year course in English (first of kind in the country). This course is designed for persons who wish to become teachers of English in schools.

At present most of the teaching in English was entrusted to people who had no background in English and whose command over the language was dubious.

KANPUR, MEERUT VARSITIES COME INTO BEING

Two new affiliating universities of Kanpur and Meerut came into being on January 7, 1966.

The State Government notifications in the Gazette Extra-ordinary in this connection enforced the Kanpur and Meerut Universities Act with immediate effect, thus establishing the two universities. The act was passed by the legislature during the last session. The notification removed the disabilities in the appointment of an officer on special duty for each university pending the appointment of Vice - Chancellors, Registrars and other staff.

The State Government will have to issue another notification for demarcating the jurisdiction of these two universities. The annual examinations during 1966 will however, be taken by the Agra University as the two new universities will take quite sometime to get into stride.

Goa University

The Goa Education Council has suggested that a five-man committee be set up to recommend steps for the eventual formation of a university in Goa, it is learnt. It is understood that the Rector of Bombay University Mr. G. D. Parikh, will head the committee.

The committee will also suggest the future pattern of higher education in *Goa*, *Daman* and *Diu*.

AUSTRALIAN STUDENTS VISITING INDIA

Sixty-one Australian university students are spending their long vacation visiting India. They are not travelling in a single group, but individually or in small groups, and their aim is to learn as much as possible about India and its people.

The two leaders this year are David Wheen and John Murray.

They are spending a week or 10 days with Indian families and will be visiting places of interest during the rest of their two-months' tour. Some of them will be doing community service in work camps.

This is the sixth successive year that Australian University students have visited India. The scheme began in 1960-61 vacation when six students came to India. The idea behind the scheme, which is organised jointly by the National Union of Australian University Students and the National Council of University Students of India, is not to provide only a tourist trip, but to aid the exchange of cultural, social, political and educational, ideas between Australia and India.

Seven Indian University students went to Australia last year on an exchange visit and it is expected that 15 will go this year.

Aid for Science Education

The University of Delhi has been offered assistance in the field of Science education by the German Democratic Republic.

Dr Ullrich Reimann, chief adviser to the GDR Education Minister and Dr Lothar Rpohl, head of the Modern Languages Department of Jena University have had discussions with both Mr Chagla and Dr C.D. Deshmukh, Vice-Chancellor of Delhi University in this connection.

Teaching by TV at Leeds

Seven hundred overseas students from over 80 countries, including India, will eventually take part in a teaching-by-television project which has just been inaugurated at Leeds University in Britain.

Miss Jennie Lee, Parliamentary Under-Secretary of State in the Department of Education and Science, opened the university's television centre, which has been launched with the help of a £50,000 (Rs. 6.67 lakhs) award from the University Grants Committee.

Miss Lee said at the opening ceremony that the work being done at Leeds and at the University of Strathclyde (Scotland) could play a a vital part in Mr. Harold Wilson's plan for a "university of the air".

Leeds and Strathclyde are pioneering university television in Britain. At Leeds, a central television service, to be developed over the next three years, will enable lecturers and researchers to screen televised items as visual aids or documentaries, and to conduct research on TV teaching techniques.

Mr. Derek Holroyde, Director of the university's television service and a former Representative of the BBC in India, said he hoped that overseas students would specially benefit from teaching-by-television because it helped to surmount language barriers.

700 Text-books for Calcutta Varsity

Calcutta University has received more than 700 text-books from the British Council in New Delhi for circulation among students.

Ordinarily the university's Central Library does not permit students to take home books from the Library. They can be used only in the Library itself. But an exception has been made in the case of these new text-books. Students will be allowed to take these books home and study them at their convenience.

COMEX EXHIBITION OPENS IN LONDON

An exhibition on Comex, the Commonwealth students' expedition to India last year, was held at Malborough House, London, early this month. After its four-day run at Malborough House, the exhibition went on a tour of North of England, Wales and Scotland.

Lt., Col. Lionel Gregory, who organised the Comex, outlined plans for a second and more ambitious expedition to India in 1966. He said the expedition would include students from Britain, Canada, Malaysia and Australia as well as many from India, Pakistan and Ceylon. The destination of the expedition would again be Simla.

"Our main objective is to form a Commonwealth centre at Simla."

Exhibition of British Books on Agriculture

An exhibition of British books and periodicals on agriculture was held in New Delhi on January 25. The exhibition, which has been organised by the British Council, was held in the Library of the Indian Agricultural Research Institute (Pusa Institute).

The books on display, selected by the British Council in collaboration with the Publishers Association (London), cover a wide field of agricultural subjects, including horticulture, dairy farming, fruit growing, manures and fertilizers, tools and machinery, poultry-keeping and fish farming, plant diseases and pest control, and management and marketing.

The exhibition included a small section of low-priced books produced by Britain for the developing countries under the English Language Book Society scheme.

Campus News

Nuclear Research Centre

The Physics Department of the Kurukshetra University will shortly set up a nuclear research centre. Rochester University of the USA has provided a cyclotrone for research purposes and the University Grants Commission and the Union Education Ministry have agreed to share the installation and freight charges.

New Courses

Delhi University has started courses in Systematics and Embryology of Angiosperms, Microtechnique, General Physiology of Reproduction and Experimental Morphology for Ph D students.

A training course in plant physiology was held for the benefit of teachers and research workers in which the possibilities for the use of Histochemistry and Autoradiography in the study of plant embryology was demonstrated.

The university has also started a two-year course in Chinese language,

Control Engineering

Jadavpur University has instituted a technical teachers training course in mechanical, electrical, chemical, civil and tele-communications engineering and under-graduate honours course in Home Science.

Schemes have also been sanctioned for starting a five-year degree course in Instrumentation and Control Engineering leading to B. Tech in the session 1966-67.

University of Jammu and Kashmir proposes to start post-graduate departments of political science, Mathematics and Physics at Jammu and a post-graduate department of Chemistry at Srinagar from 1966. Integrated honours courses in constituent colleges are also planned to be instituted.



The Chancellor of Punjab University, Sardar Ujjal Singh, Conferring LLD (Honouris Causa)) on Sardar Swaran Singh, Union Minister for External Affairs, at Punjab University convocation. On the extreme left is the Vice-Chancellor, Mr. Suraj Bhan.

Punjabi University has started evening classes in Punjabi, English, Economics, History and Law.

Facilities have been provided for training in Nuclear Physics, Radioactivity, Spectroscopy, Electronics and Modern Physics in the department of Physics in the University.

The University will shortly establish Guru Gobind Singh Chair for studies on Guru Gobind Singh and conduct research on his life.

The university proposes to hold seminars on the life and works of the Nobel Prize winners for literature every year. The programme includes translation of at least one of the works of the author.

The Hindi department in Punjab University is working on a scheme sponsored by the Union Government for the preparation of an Encyclopaedia of Aesthetics.

The university Department of Commerce and Business Management is presently engaged in a research project "Case studies of incentive schemes in selected units in the public and private sectors."

The university has received a gift of lithographs of paintings of modern European masters from Jean Ribound of Paris.

Roorkee University has introduced a special course in advanced Structural Engineering using digital computers. The course is specially designed to equip army officers to undertake complicated structural designs using electronic digital computers.

Rajasthan University in collaboration with the University of British Colambia, Canada, has started a centre for 'Continuing Education.' Its foundation stone was laid recently by the Canadian High Commissioner in India.

Annamalai University has opened a student counselling and guidance centre.

The first Telungu medium college in Andhra Pradesh will function from the ensuing academic year as an affiliated college of Osmania University.

Madras University has submitted a scheme to the Tea Board for introducing a two-year course in research in tea at the Agricultural College and Research Institute, Coimbatore.

IIT, Kharagpur has introduced new two-year post-graduate courses of Master of City Planning and Master of Regional planning.

The Institute has also established an Aeronautical Engineering Department.

Soviet Diplomas Recognised

The Union Government has decided to recognise full diplomas in Engineering Technology awarded by the various Soviet Universities and Institutions at par with the Bachelor's Degrees in Engineering Technology of Indian Universities in the appropriate subjects for purposes of recruitment to superior posts and services under the Central Government.

The Degree of Candidates of Science awarded by the universities or institutions of higher education in the Soviet Union has also been recognised at par with Ph.D. Degree of Indian Universities in the appropriate subjects.

Agriculture College at Palampur

Punjab Agriculture University has decided to grant additional increments to its employees posted in hill areas. Such employees will be entitled to an additional increment for every three years of "approved service."

The Academic Council had approved a proposal for starting a junior agriculture college at Palampur.

STRESS ON UNIFORMITY IN EDUCATION

Speakers at the All-India Seminar on Legal and Constitutional Implications of Educational Planning in India held in Delhi recently stressed the need for bringing about uniformity in education.

They suggested setting up of an all-India Education Service and also a Statutory Commission to deal with the Union and State problems relating to education.

The need for establishing a Statutory Commission to ensure implementation of educational programmes and help the Union and the States in solving the educational problems was stressed.

It was also suggested at the seminar that a 5 per cent surcharge on taxes collected by the States in order to raise the resources for education.

Research Centre

The Research Centre for Oriental Philosophy at Taskent has started extensive research into the history and development of philosophical thought in India during the freedom struggle.

Scholarships for all Girl Medicos

The Central Government has formulated a scheme to award a monthly scholarship to all female medical students in the country subject to their signing a bond to enter Government service after completing studies.

The offer of scholarship is open to every girl student whether she was in the first year or final year.

Military History to be Taught

Punjabi University plans to promote study of military history in all its institutions.

The need for study of military science and history is greatly felt now among educationists after the recent Indo-Pakistan conflict.



Dr. H.J. Bhabha pointing to some features of the Tata Institute of Fundamental Research to American scientists (left to right) Dr. Emil Smith and R.C. Williams of the University of California and Dr. Fredic Seitz, President of the U.S. Academy of Sciences, when they visited the institute recently.

STATEWISE DISTRIBUTION OF COLLEGES, ENROLMENT & STAFF : 1963-64 POSITION.

S. No.	State	Total No. of Colleges	Arts Sc. Commerce	Professional colleges	University Enrolment	Staff incl. Tut/Demon
1.	Andhra	132	81	51	73,072	5,642
2.	Assam	80	72	8	46,239	2,107
3,	Bihar	174	127	47	1,13,951	5,787
4.	Gujarat	103	71	32	73,316	3,562
5.	Jammu & Kashmir	34	17	17	11,407	705
6.	Kerala	90	49	41	66,323	3,486
7.	Madhya Pradesh	208	120	88	74,824	4,257
8.	Madras	125	68	57	74,193	5,468
9.	Maharashtra	235	164	71	1,51,207	7,660
10,	Mysore	127	74	53	68,082	3,861
11.	Orissa	59	47	12	22,379	1,375
12.	Punjab	156	110	46	68,358	4,194
13.	Rajasthan	75	61	14	37,809	2,655
14.	Uttar Pradesh	280	167	113	1,18,165	7,512
15.	West Bengal	199	163	36	1,58,440	8,667
16.	Delhi	34	27	7	26,932	1.696
	Total :—	2.111	1,418	693	11,84,697	68,634

(U.P. Board statistics not included)

STATEWISE DISTRIBUTION OF COLLEGES, ENROLMENT & STAFF 1964-65.

S. No.	State	Total No. of Colleges	Art Sc. Comm. Colleges.	Proff. Colleges.	Enrolment	Staff incl. Tut/Demon.
1.	Andhra	137	86	51	78,691	6,162
2.	Assam	99	89	10	48,197	2,636
3.	Bihar	189	134	55	1,13,903	5,520
4.	Gujarat	133	97	36	83,787	4,249
5.	Jammu & Kashmir	34	17	17	13,023	813
6.	Kerala	123	82	41	83,452	4,254
7.	Madhya Pradesh	234	141	93	89,264	4,936
8.	Madras	137	79	58	88,278	6,353
9.	Maharashtra	256	183	73	1,66,334	8,974
10.	Mysore	134	79	55	71,676	4,328
11.	Orissa	71	59	12	27,202	1,804
12.	Punjab	157	111	46	79,830	5,111
13.	Rajasthan	78	60	18	40,591	2,691
14.	Uttar Pradesh	293	180	113	1,24,122	8,304
15.	West Bengal	246	186	60	1,79,446	9,088
16.	Delhi	39	32	7	30,431	1,897
	Total :—	2,360	1,615	745	13,28,227	77,120

(U.P. Board not included)

A Note on Admission to Colleges

By J.W. Alran
Principal, Wilson College, Bombay

Without going into the statistics, anyone dealing with admissions to First Year Classes in Arts and Science colleges in large cities will say that the "pressure" for admissions has been increasing year by year. These pressures are of two different kinds and pose different problems and evoke different reactions. There is the pressure due to sheer numbers : increasing numbers of high school graduates anxious to join college. The other kind of pressure is for admission to Science courses, many times without ascertaining students' aptitude for these courses.

The Secondary School Certificate Examinations (conducted by the different States) as well as their equivalents are "achievement" tests. These are also considered good enough as "entrance tests" by our Universities, who lay down for admissions their own requirements in the matter of (a) subjects offered by the candidate, and (b) the marks obtained by him in each of these subjects. A number of colleges control the admissions to their first year classes on the "totals" secured by the candidates at these examinations. Very rarely is the mark-sheet of the candidate analysed before the candidate is admitted or is refused admission.

Basis of marks

To make admissions solely on the basis of marks obtained at the S.S.C. or equivalent examinations can be understandable only on the assumption that a student who has obtained an aggregate of, say, 70 per cent or more at such an examination in whatever subjects he may have offered, can be relied upon to do well in the First Year Class with almost any given group of subjects. His general "achievement" is so very good that he would normally adjust remarkably well. Then, it is assumed that it is really the student, who has secured an aggregate of between, say, 55 and 70 per cent, who needs to be *further* tested before being admitted to a Science course. What is rather difficult to understand in this attitude is the feigned clarity of "conscience" with which *all* the rejected students are admitted to the First Year *Arts* course provided their grand total and passing marks in individual subjects have reached the *minimum* needed for passing.

Thus in an attempt to meet the pressure of the second kind a newer problem is allowed to surface itself ; the problem of admissions to Arts courses. Here the tragedy is that this is not recognized as a problem at all !

Reverting to the question of additional tests administered to the students who want to join Science courses and who have not really done so well on the whole, there is not much of an agreed opinion on the infallibility of the so-called "Science aptitude tests", but *combinations* of various tests have been recommended which would give not only the college a sense of fairness when it admits students to science courses or rejects some, but they would give the student himself a sense of self-confidence in his abilities.

If, however, admissions are given or denied solely on the basis of grand totals, two things would seem to happen :

(a) Almost every student who has a high total would opt for Science and is sure to find a welcome there. Some of them later do discover, but much too late, that they are not much interested in Science any way. (b) Students with comparatively lower totals (but who are otherwise eligible for admissions to the First Class) go without a place in the Science classes. Some of them could have been good students of Science !

Since we were troubled by this phenomenon, we planned, with the cooperation of Dr. Harper, Director of the Bureau of Educational Research, Allahabad, and the staff of the Institute of Vocational Guidance of the Government of Maharashtra, Bombay, to administer in June 1963, to a limited number of candidates... who fulfilled the requirements laid down by the Bombay University, but who had done "less well" at the S.S.C. Examination of 1963, certain tests, including a Science Aptitude Test. These tests were :

I. (a)	English Usage	(These are devised and standardised by the Bureau of Educational Research, Allahabad)
(b)	English Comprehension	
II.	Non-Verbal Test	(Standardised by the Institute of Vocational Guidance, Bombay.)
III.	Science Aptitude Tests	(As used by Isabella Thoburn College, Lucknow, which in turn is an adaptation of "Iowa Test")

Both the Non-Verbal and Science Aptitude Tests were multi-lingual. We admit only 300 students to the First Year Science class. The bulk of these were admitted on the strength of their grand totals at the S.S.C. 1963 Examination, and a few seats were reserved for those who would be selected on the basis of the Aptitude Tests.

Procedure

The admissions committee in the course of their routine admissions work offered an opportunity to a limited number of students "who had done less well at the S.S.C.E." and gave each one of these candidates a letter of authorization to appear at the Aptitude Test on a particular day.

Only 292 candidates, who otherwise fulfilled the requirements laid down by the Bombay University for admission to F.Y. Science class, appeared for these Tests.

The students were divided into six groups by language choice, and each group received all three tests, but in a different sequence. Tests I and III were administered by members of the Wilson College staff under the direction of Mr. Susheel Lal, Allahabad, and Test II was administered by members of the Institute's staff. The total testing period, including breaks, was 4-5 hours.

The tests were scored on the same day and on the following day. The results were announced late on that day.

The raw score on each test was converted into the corresponding stanine grade for the whole group. The English stanine grade was unweighted, but the N.V.T.I. score was. . . . .multiplied by 2 and the Science Aptitude by 3. The resulting total stanines were summed for each candidate and the first 100 were determined by rank. Of these the first 58 were offered places—subsequently 55 actually enrolled.

We tried this for about a couple of years and since we were not in a position to make it *compulsory for all* students seeking admission to First Year Science class irrespective of how high their S.S.C.E. totals were, we felt that the Aptitude Tests did not receive fair treatment at our hands.

We, therefore, now propose to undertake another project.

We would like to re-orient our admission policy at an early date. The basic elements in our new approach would be primarily to take into consideration *continuous progress of the applicants in their high schools career*, i.e. from Standard VIII upto the end of Standard XI, and take his performance at the S.S.C.E. into consideration as a whole and not treat it separately as is done at present.

This would mean that we will have to concentrate on a limited number of high schools in our immediate neighbourhood and secure the cooperation of the Head Masters of the Schools in this particular connection. Secondly, the students from these high schools will continue to be tested, and their needs served, irrespective of whether ultimately they would join Wilson College or not.

In order to do this we intend to take the following steps :

1. Preparation of cards for transcript of students from class VIII upto the end of class XI, and making them available to the schools for completing them and returning them to us. These cards will be planned for us by the Vocational Guidance Institute of Maharashtra State, Bombay.

2. Testing, in schools themselves, of students at appropriate times during their 10th and 11th years, and preparing a list of students found suitable for College education on the basis of the data compiled so far and then seeking correlation, if any, between this and their performance at the S.S.C.E. This will enable us to guide students at this stage to appropriate post-S.S.C. courses, if they are not suitable for college education.

3. By the time the students have completed their S.S.C. Examination, we will have the list of students ready as referred to in 2 above. These students will be invited to attend a special class which will be organized for them in Wilson College, say, in May for 3 to 4 weeks, and will include such courses as :

Orientation to College life including methods of study and use of college library ; developing a sense of responsibility ; and special training in the use of the English language. We may use the Language Laboratory when we are able to set it up.

These students will be tested at the beginning and at the end of this training. This will prepare them for entrance to College if they pass the S.S.C. examination. They would, of course, be free to join a College of their choice.

4. Providing through diagnostic testing, counselling and remedial work continuing assistance to the students thus admitted to Wilson College.

It is hoped that this, in due course, will have a desireable effect on our examination system too.

Malayalam Lexicon Released

The first volume of the Malayalam lexicon running to nearly 1,200 pages was formally released in Trivandrum recently by Prof. Samuel Mathai, Vice-Chancellor of Kerala University.

The volume contains all the words under the first letter of the Malayalam language, more than 12,000 article, and nearly a lakh illustrative quotations and references.

Defence Science Training

To meet the requirements of the Defence Science Service, the Defence Research and Development Organisation has revised and amplified its Orientation Training scheme, which is now known as Apprenticeship Training Scheme.

The scheme is broadbased to include wider areas of scientific and engineering fields. It is open to talented young men and women with good academic record.

The apprenticeship training is carried out in two phases. In the first, the training is imparted in the Defence Science Laboratory for 27 weeks. In the second phase the apprentices are attached to various defence establishments and laboratories for training in specialised fields.

STUDY OF DACCAN FLORA

A mountain research laboratory to study the flora of Deccan has been suggested by Prof. T.S. Mahabale of Poona University, President of the Botany section of the 53rd Indian Science Congress.

The laboratory should be set up in Mahabaleshwar or Khandala where hundreds of ancient and modern plants—tropical, subtropical and sub temperate grow profusely, he said.

Prof. Mahabale said that on the hill tops of Mawal region, a few species of plants like *Frerea Indica* which did not exist anywhere else in the world, grew.

Hindi Medium College Opposed

The Kerala University Syndicate does not think that a Hindi medium college in the State is needed in the existing situation. This is the Syndicate's reaction to a Government proposal for setting up a Hindi medium college in Kerala.

The Government had also asked the university if it had any objection to the proposed Hindi medium college being affiliated to another university which had Hindi as its medium of instruction. Syndicate opposed it saying it was inadvisable It felt that Kerala University was established to take care of all education needs of the State.

READERS' FORUM

I am a B.Sc. graduate interested in studying Aeronautical Engineering. Will you please tell me where facilities are available in India.

—S. Ramana, New Delhi.

Punjab University, Chandigarh and the Indian Institute of Technology, Madras provide facilities for a Bachelor's degree in Aeronautical Engineering. Indian Institute of Science, Bangalore offers Master's degree in the subject. In addition, the Madras Institute of Technology provides a diploma course in Aeronautical Engineering.

Is there an Honours Course for the Master's degree in Arts in any university ?

—Surjit Singh, Ludhiana.

Yes; the Andhra University, Waltair offers an Honours Course in M.A. which extends over two years.

I have just returned from America after finishing the 12-year school Certificate there. In which class can I get admission in India ?

—K. Punnoose, Allahabad.

The Inter-University Board has recommended to the universities to admit such candidates into the 3-year degree course provided the subjects studied in America were of such a nature as to include the core subjects prescribed for the Pre-University Course in India.

I have obtained a doctorate in Engineering from one of the Swiss institutions but find there is difficulty about its recognition in India. Will you please let me know if you can help me in this regard ?

Certainly yes, if you write to us giving full details of the Courses taken by you in Switzerland. We have an Evaluation Committee and after they have considered the particular Course they would give their recommendations to the Board. The Board considers these and recommends the equivalence to be granted to the Universities.

Can you suggest any institution in Delhi where I can undertake post-graduate studies in Home Science ?

Susy Samson—Colombo

The Lady Irwin College offers at present two Masters courses—one in Foods and Nutrition and the other in Home Science Extension and Education. There is also a B. Ed. course and this aims at giving proper training to those who aspire to be teachers in Home Science in schools.

I have obtained a Bachelor's degree in Arts but wish to get one in Science. Will any University allow me ?

—Tulasilal Amatiya, Rewa.

The details furnished are not enough. However, if you have done either the P.U.C. or the Intermediate with science subjects, there should be no trouble in getting admission to the B.Sc. Course and getting the degree after undergoing the regular course of study.

I am interested in research in Applied Chemistry. Can you suggest any institution in India where I can do such work ?

R.T. Mudaliar—Madras

The Sri Ram Institute for Industrial Research, Delhi, has facilities for applied work in the field of Plastics, Textiles and Oils. The work done is exclusively geared to the betterment of industry. It has also a well equipped analytical and testing laboratory and facilities for design and pilot studies. The staff of the institute works in active collaboration and association with the sponsors of the projects they undertake until they go into smooth production.

Dr. LAROIA DEAD



We regret to announce the death of Dr. B. D. Laroia, Vice-Chancellor, Bangalore University, Bangalore. As would be recalled, Dr. Laroia was Secretary of the Inter-University Board of India and Ceylon before he took up Vice-Chancellorship of Bangalore University. His association with 'University News' deserves to be recalled. It was he who started the magazine in 1963 and made it possible for all those interested in higher education to keep in touch with developments in this field. We send our heart-felt sympathies to Mrs. Laroia, members of the bereaved family and Bangalore University.

Academic link between India and Uzbekistan

Uzbek scientist Horezmi popullarised India's decimal system of arithmetic and Indian astronomers, Mulla Farid Dehive and Savant A.A. Singh, used the achievements of Ulugbek's astronomical school in Samarkand, Mr Karyaniyazov, the oldest Uzbek scientist and member of the Urbek Academy of Scientists said at the Palace of Arts in Taskent, according to Tass.

Soviet Uzbekistan maintained cultural relations with 91 countries, Mr Kamil Yashen, President of the Board of the Uzbek Writers' Union said.

Book Reviews

Indian Universities-Restrospect and Prospects, by Sir C.P. Ramaswami Aiyar, LL.D., D. Litt., Vice-Chancellor, Annamalai University, published by Annamalai University—Different Bindings Rs. 7/- Rs. 5/- Rs. 3/-

In recent years persons whose opinions are entitled to respect, have been considering that convocation addresses are futile and should be reduced to a few words. It may be that a number of circumstances which have prevented some Universities from having a dignified Convocation ceremonial was the reason for this opinion. But these 19 addresses are the outcomes of deep thought, learning and personal experience in many Universities. This Convocation orator, is a lawyer speaker, public man, administrator, scholar and finally a philospher. It naturally follows that these addresses have had the benefit of all these qualities and abilities. It is possible to trace some slight evolution of ideas in the period of 40 years covered by these addresses. It is also not without significance that Universities that he addressed cover the whole of India from Kerala to Assam.

It is extremely difficult to deal, in a small review, with the many topics that he deals with in these adresses. It is amazing that the very first address that he delivered at his home University (Madras) in 1924 pin-points the problem that still continue to engage the attention of Education Commissions, Universities and Governments. The following are some of them : Competition between humanities and sciences and the recognition that both of them were necessary even though at that time the orator was inclined to lean a little towards humanities; Yearning for intellectual fellowship and unity of culture for the whole country is a continuous passion. Women's Education; the need for absorbing what one studies instead of merely memorising; developing a thirst for knowledge; relationship between the State and the Univetsity; the problem of the increase in the number of graduates; the need for an Indian outlook and nationalisation of studies; the danger of indiscipline and centrifugal forces; the over-crowding of the bar; the importance of the rule of law; the need for increasing the number of faculties and research; all these one dealt with in the first address forty years ago.

These aspirations for our higher learning and for our country, continue to be a part of most of the following addresses. But each University evokes in him thoughts peculiar to the area or its special environment. In Delhi, his ideas are largely based on the fact that it is the capital of India and has the resources for the finer things of life such as art, but at the same time it can also find money for more laboratories which perhaps would be too, expensive for poorer places. A strident call for nationalism is appropriate in the capital of the country. "From the Universities must issue forth the trumpt-call which will break down the walls of many fortresses of out-worn belief and vestigial practice, of discord and of inherited and acquired prepossession and bias."

In Travancore, ruled by a Hindu Maharaja we get reference to ancient ideas of study. Reference is made to the spread of education in ancient India, King Aswapath Kaikeya explains : "In my Kingdom there is no ignorant person." But the width of his vision enables him to refer to various Universities abroad and recognise their merits. It is interesting to note that between the first address at Madras and the second address in Travancore, there is an interval of 17 years.

At Hyderabad, he deals with the importance of understanding between Hindus and Muslims and the tolerance preached by both religions.

In Poona, he protests against the indiscriminate admissions to Universities and wasting our resources. Here for the first time he formulates certain guiding principles for University reforms. In Annamalai, the greatness of Tamil is referred to. He speaks unambiguously about some of the fundamental requirements of the University. Academic freedom according to him implies "that a University should be free from outside control in its intellectual work and internal administration."

When he comes to Agra and notes that we had not proceeded very far in maintaining discipline in our Universities, he states "that forms of agitation and certain patterns of thought were decided to be appropriate in a period of revolutionary crisis and pending the attainment of freedom. But many of them are tragically inappropriate today and it is up to the seniors to furnish object lessons in behaviour by their approach, positive and negative."

As already stated, it is not possible in a short review to deal with each of the new items that are dealt with in different addresses. In each, place, he has something to say about the local history known only to scholars, the achievements in the past of people belonging to that area and the special culture that was developed there. Throughout we find a desire to support our present aspirations by quotations from our great books. In a way we will find here a compendium of quotations relevant to education in our ancient books. In this volume we get the benefit of thoughts of a unique man who for more than half a century held public interest and continues to give us an enormous fund of knowledge and thought.

—S. Govindarajulu

Classified Advertisements

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I. Professor of Physics

(In the University Grants Commission's scale of pay of Rs. 1000-50-1500 inclusive of D.A.)

A high 2nd class Master's degree and Research degree of Doctorate standard and published work of high repute. Should have 10 years Post-graduate teaching experience and should be able to guide research. Experience to initiate and organise the Department will be a preferential qualification.

II. Readers

(In the University Grants Commission's scale of pay—Rs. 700-40-1100 inclusive of D.A.)

A. (i) International Law,
(ii) Constitutional Law,
(iii) Physics, (iv) Chemistry,
(v) Pharmacognosy.

(In the All India Council of Technical Education scale of pay Rs. 600-40-1000-50/2-1150 plus D.A.)

B. (i) Chemical Engineering (2),
(ii) Inorganic Chemistry,
(iii) Physics, (iv) Mathematics.

III. Lecturers

(In the University Grants Commission's scale of pay—Rs. 400-30-640-EB-40-200 inclusive of D.A.)

A. (i) Economics (Statistics),
(ii) Physiology & History,
(iii) Applied Bio-Chemistry,
(iv) Microbiology, (v) Physical Chemistry,
(vi) Pharmacy, (vii) Geology.

(In the All India Council of Technical Education scale of pay—Rs. 350-350-30-380-380-30-590-EB-30-770-40-850 plus D.A.)

B. (i) Chemical Engineering,
(ii) Chemical Technology (2),
(iii) Engineering (2),
(iv) Economics (Industrial Economics and/or Business Management)

At least second class Master's degree in the subject with five years teaching experience.

Three Year teaching or professional or research experience with published work of high repute will be preferred for posts in the Technical Scale.

Foreman

At least second class B.E. in Mechanical/Electrical Engineering with experience of workshop practice will be preferred. Diploma holders with experience as foreman are also eligible for the post.

At least a high second class Master's degree in the subject with seven years teaching experience in the subject. Research degree of Doctorate standard and published work of high repute is desirable.

IV. Associate Lecturer

(In the All India Council of Technical Education scale of pay—
Rs. 350-25-500-30-650 inclusive of D.A.)

(i) Chemical Technology (3),
(ii) Engineering.

At least 2nd class B.Sc. (Tech.) or Tech. in the Subject or M.Sc. in Chemistry for (i) and B.E. in Mechanical/Electrical Engineering for (ii).

V. Demonstrator in Pharmacy

(In the scale of pay of Rs. 150-10-200 plus D.A.)

A second class degree in Pharmacy. Experience as a demonstrator will be preferred.

Prescribed application forms & other particulars can be had from the office on payment of a non-refundable fee of Rs. 5/- by crossed I.P.O. payable to the Registrar, Nagpur University, Nagpur.

Applications should reach the undersigned on or before 10th February, 1966.

Candidates called for interview will not be paid any T.A. or D.A.

Canvassing in any form will be a disqualification.

Registrar,
Nagpur University.

(*Contd. on page 17*)



The Springfield (Massachusetts) College basketball team snapped at a demonstration game at the Madras Christian College during their recent visit to India.

PERSONAL

Prof. N.R. Kulkarani has been appointed Vice-Chancellor of Poona University in the vacancy caused by the death of Dr. N. V. Gadgil. Prof. Kulkarani will continue as the Vice-Chancellor till a new Vice-Chancellor is elected.

Dr. Mohan Singh Mehta relinguished charge of the office of the Vice-Chancellor, Rajasthan University on January 4, 1966 and Prof. M. V. Mathur assumed charge of the office with effect from the same date.

Prof. Peter B. Morice, Professor of Civil Engineering at Southampton University, arrived in Bombay on January 21. He has been invited by the Indian Institute of Technology at Powai (Bombay) to give special lectures to undergraduates, post-graduates and research workers.

Prof. Y. I. Voitkunasky of Leningrad Shipbuilding and Engineering Institute has joined Jadavpur University's new centre for advanced studies in Mathematics on a three-month assignment.

Dr. Tashmuhammed Alievich Tsarmskov the Uzbek Minister for higher Secondary Specialised Education and Dr. Ivan Anisimovich Anisimov, the senior adviser in the Department of Foreign Relations, Ministry of Higher and Secondary Specialised Education, were recently on a study tour of India.

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the post of a Reader in Mathematics in the scale of Rs. 700-40-1100. Dearness, City Compensatory and House Rent allowances and Provident Fund benefit admissible according to the University rules in force from time to time. The appointment will be for the period of the III Five Year Plan ending 28-2-1966 for the present but it is likely to continue thereafter.

General conditions of service will be those embodied in the Agreement of Service which the teacher will have to sign before he enters upon his duties or as soon as possible thereafter.

Qualifications :

Good academic record with first or high second class Master's Degree in Mathematics with a Doctor's Degree or equivalent published work. Independent published work (in addition to the published work referred to above) with at least 5 year's teaching experience in Honours/Post-Graduate classes essential.

"Preference will be given to those who have taken Doctor's Degree in Mathematics with specialisation in Modern Algebra/Topology".

The prescribed application form may be had form the Registrar's Office either personally or by sending a self-addressed envelope and stamps worth Rs. 0.70 Paise to cover postage.

Applications on the prescribed form should reach the Registrar, University of Delhi, Delhi-7, not later than 18th February, 1966.

Note : Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

Professor of Commerce

Applications are invited on the prescribed from the post of Professor of Commerce in the Scale of Rs. 1000-50-1500. City Compensatory House Rent Allownces and Provident Fund benefit admissible according to the University rules in force from time to time.

The general conditions of Service will be those embodied in the Agreement of Service which the teacher will have to sign, before he enters upon his duties or as soon as possible thereafter.

QUALIFICATIONS :

"A scholar of eminence. Independent published work of high standard and experience of teaching post-graduate classes and guiding research for a considerable period desirable."

The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envelope and stamps worth Rs. 0.70 paisa to cover postage.

Applications (on the prescribed form) should reach the Registrar, University of Delhi Delhi-7, not later than 26th February. 1966.

NOTE : It will be open to the University to consider names of suitable candidates who may not have applied. Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

PANJAB UNIVERSITY

Applications are invited for the under mentioned posts of Professors—Grade Rs. 1000-50-1500 and Readers Grade Rs. 700-40-980-EB-40-1100 in the University Physics Department with benefit of Provident Fund on confirmation. Higher starting salary depending upon qualifications and experience is admissible.

Professors 2. (One in Theoretical Physics and other in Experimental Physics.)

Readers 3. (One in Theoretical Physics, Second in Experimental Physics and third in Instrumentation).

Candidates for the posts of Professors should possess Doctorate Degree based on outstanding research with brilliant academic career, eminence in the subject of specialisation, substantial published work of merit with experience of teaching to post-graduate classes for about 10 years and competence to guide research.

Candidates for the posts of Readers should have the Master's or Doctorate or an equivalent degree in the subject concerned. They should have bright ecademic record and should have done independent research work in their fields of specialisation. Post Graduate Degree in Electrical Engineering with specialisation in Electronics will be preferred for Reader in Instrumentation. They should have experience of touching to post graduate classes and should be able to guide the work of research scholars in one or more of the subjects of (a) Theoretical Physics, (b) Spectroscops, (c) X-rays and Radioactivity; (d) Solid State Physics, (e) Electronics and (f) Nuclear Physics.

Applications stating age, academic record from Matriculation onwards, teaching and research experience under separate heads alongwith copies of publications, University certificates and names of two referees should reach the Registrar, Panjab University, Chandigarh by February 28, 1966.

Index of Jobs

Subject	Post	University	Last date for Application
English	Professor	J & K, Shivaji	28.2.66/15.2.66
	Reader	do	do
History	Professor	do	do
Botany	do	do	do
Hindi	do	do	do
Economics	do	Shivaji	15.2.66
Mathematics	Reader	Nagpur	10.2.66
do	do	Delhi	18.2.66
Theoretical Physics	Professor	Punjab	28.2.66
do	Reader	do	do
Experimental Physics	Professor	do	do
do	Reader	do	do
Instrumentation	do	do	do
Chemistry (Inorganic)	do	Shivaji, Nagpur	15.2.66/10.2.66
Physics	Professor	Nagpur	10.2.66
do	Readers	do	do
International Law	do	do	do
Constitutional Law	do	do	do
Chemistry	do	do	do
Pharmacognosy	do	do	do
Chemical Engg.	Readers (2)	do	do
Commerce	Professor	Delhi	26.2.66

SHIVAJI UNIVERSITY KOLHAPUR

Applications are invited for the following posts :—

(1) **Registrar** in the scale of Rs. 800-50-1250, plus such allowances as may be granted by the Syndicate.

Qualifications and Experience

A Master's Degree with adequate knowledge and experience of working of University and College in a responsible post. Preference may be given to additional Law Degree.

(2) **Librarian** in the scale of Rs. 500-30-800 plus D.A. and H.R.A. at Govt. rates (Revised).

Qualifications and Experience

First/Second Class B.A./B.Sc./B. Com, with First/Second Class B. Lib. Science Degree (Two Years Course)

OR

First/Second Class M.A./M.Sc. Degree with First/Second Class B. Lib. Sc. or one year Diploma Course in Lib. Science ;

AND

at least 10 years experience as Librarian or of working in a responsible capacity in a Library.

Applications stating particulars regarding date of birth, qualifications, experience, present employment etc. should reach the Acting Registrar, Shivaji University, P.B-No. 203, Kolhapur-3, on or before 15th February, 1966.

U.G. ITHAPE
Acting Registrar.

WATER RESOURCES DEVELOPMENT TRAINING CENTRE

UNIVERSITY OF ROORKEE

ROORKEE

Applications are invited for admission to the 11th course of W.R.D.T.C. financed by the Government of India. The curse will be of one year duration and will start from 1st July 1966. Applicants are to be sponsored through the states or through Industries or Institutions in which employed and should hold recognised degrees in Engineering or equivalent qualification acceptable to the University and minimum of 3 years practical experience (relaxable in special cases).

Candidates satisfying the qualification prescribed by the University, will be eligible to appear for the Post Graduate Diploma Examinatien which can lead after further study of one year to M.E. Degree in Water Resources Development. Stipends are available for limited number of trainees who may attend the course on study leave or privilege leave.

Details can be had from the Professor & Head, W.R.D.T.C. University of Roorkee (U.P.). Last date of receipt of applications will be May 31, 1966.

SHIVAJI UNIVERSITY, KOLHAPUR

(Maharashtra State)

Applications are invited for the following posts in the Post-Graduate Depertments of the University :—

I. **Chemistry**	:	One Reader (Inorganic) Two Lecturers (Inorganic/Organic)
II. **Physics**	:	Two Lecturers (Theoretical Physics/Spectroscopy)
III. **Botany**	:	One Lecturer (Angiosperms)
IV. **English**	:	One Professor
V. **Economics**	:	One Professor
Scales	:	Professor — Rs. 1000-50-1500 Reader — Rs. 700-40-1100 Leeturer — Rs. 400-30-640-EB-40-800.

Details of qualifications etc. along with prescribed form of application can be had from the University office.

Applications should reach the Acting Registrar, Shivaji University, Post Box No. 203, Kolhapur-3, by the **15th February, 1966,**

U.G. ITHAPE
Acting Registrar.

VISVA—BHARATI

Applications are invited for the post of an Adhyapaka in Mathematics in the scale of pay Rs. 700-40-1100/- with usual Dearness Allowance and benefits of Provident Fund admissible as per rules of Visva-Bharati.

Qualifications : (a) First or High Second Class Master's Degree in Pure/Applied Mathematics preceeded by First or High Second Class Honours Degree in the subject or an equivalent degree of a foreign university ; (b) experience in research work followed by the publication of rasearch/ original work of distinction ; (c) five years teaching experience in post-graduate level. Preference will be given to those who have (a) research degree of an Indian or Foreign University ; (b) Experience in conducting research work. Application in prescribed form (9 copies) obtainable from the office of the Registrar, Visva-Bharati on sending a Crossed Postal Order for Re. 1/- (when taking personally, on payment of, 50 paise in cash) should reach the Regisrar, Visva-Bharati, P. O. Santiniketan, West Bengal on or before 28 February 1966. Candidates already in employ should send their applications through proper channel.

THE UNIVERSITY OF JAMMU AND KASHMIR

Applications are invited for the posts of Professors, Readers and Lecturers for the Past-graduate Departments of History, Commerce, Economics, Botany, Business Administration, Applied Geology, Mathematics and Urdu in this University which should reach the Pro-Vice-Chancellor of Jammu/Kashmir Division as the case may be on or before 28th February, 1966. The scales of salaries are as under :—

PROFESSORS	
(English, History, Botany and Hindi).	Rs. 1000-50-1500
READERS	
(English)	Rs. 600-50-1000
LECTURERS	
(Economics, Commerce, Business Administration, Applied Geology Mathematics and Urdu).	Rs. 350-30-500-EB-40-700

The prescribed forms and the advertisement notice can be had from the office of the Pro-Vice-Chancellor of Jammu/Kashmir (Canal Road, Jammu Tawi/A. S. Bagh, Srinagar-3) on application and on payment of Rs. 6/- in cash or by crossed postal orders drawn in favour of the above officers

A higher starting salary will be considered in suitable cases.

(Abdul Aziz)
REGISTERED

PERGAMON BOOKS

FRAGMENTS OF A REVOLUTION

Chalapathi M. Rau,

Editor, National Herald.

Presenting a comprehensive picture of modern India, Mr. Rau describes the way in which the traditional society is going through a transitional state. He describes the social and economic, the political and constitutional and also the intellectual and cultural processes which constitute the Indian revolution. The author believes in the revolution, but he presents it in its totality and deals with it objectively and critically.

128 pages 1965 12s.6d. flexi-cover 17s 6d. hard cover.

EVOLVING COMMONWEALTH

Tom Soper,

Director of Studies, Overseas Development Institute, London.

Deals with the changing characteristics and objectives of the British Empire and Commonwealth from its beginnings in the first Elizabethan age. Particular attention is paid to the vitally important period from 1919 to the present day. Included factual material exemplifies the analysis of Imperial and Commonwealth development.

154 pages 1965 15s. flexi-cover 25s. hard cover.

TOWARDS INTERNATIONAL CO-OPERATION

Sulwyn Lewis,

Headmaster, Pontardawe Grammer School

Many young people leave school having only a little elementary geography and a knowledge of history which ends abruptly in 1901. This book is an attempt to provide background necessary for the understanding of the major problems of our age. More than a geography or history book, economic theory, international politics, educational practices, medicine and biology figure prominently in it.

293 pages 1966 21s. flexi-colour 35s. hard cover.

THE INDIAN UNION AND THE STATE

A. Krishnaswami,

Supreme Court of India.

The federal system of government that followed the British rule in India has, until recently, tended to increase the power of the central Government at the expense of that of the States. Dr. Krishnaswami, eminent lawyer and politician, puts the case for restoring the position of the states to ensure the growth of a healthy co-operative federalism and explains some of the measures taken to redress the balance.

100 pages 1965 flexi-cover 12s. 6d. hard cover 20s.

EXISTING MECHANISMS OF ARMS CONTROL

Wayland Young; *Editor*

Most books on disarmament describe what should be done; of more immediate value, however, is a knowledge of what is being done. This collection of papers examines in depth the operation of existing mechanisms for international arms control by those states which have co-operated in setting up systems and organizations by formal treaty. The five major systems are described and relevant extracts from the original documents are set forth in the appendices. Dr. Glyn Seaborg, Chairman of the United States Atomic Energy Commission, is among the distinguished contributors.

168 pages 1965 flexi-cover 30s. hard cover 40s.

WESTMINSTER WORKSHOP

A Student's Guide to the British Constitution.

R. K. Mosley, B.A.,

Formerly Lecturer in Public Administration, South Devon Technical College, Torquay.

A clearly written, straight forward description of the workings of British political institutions, Parliamentary procedure, Treasury control, Cabinet organization, the modern role of the Monarchy, the Commonwealth and dependencies. In addition the author discusses many of the controversies which are affecting the British Constitution in this decade. All books are in the Commonwealth and International Library.

216 pages 1965 15s. flexi-cover 21s. hard cover.

PERGAMON PRESS

Headington Hill Hall, Oxford, England, 44-01 21st Street, Long Island City, N. Y. 11101, 6 Adelaid Street, East, Toronto, Ontario, Canada.

EDUCATIONAL PSYCHOLOGY, 4th Ed. (1964)
by ***James M. Sawrey,*** *and* ***Charles Telford,*** *both San Jose State College*

The fourth edition of this text is a revision based on scores of comments and suggestions from professors throughout the United States and Canada. Beginning with a new chapter on the nature and scientific methods of educational psychology, the book presents comprehensively the psychological foundations of education. Among the new sections are : verbal learning and language development, programmed instruction, cognitive learning and creativity which reflect the growing emphasis on psychological principles of learning and motivation. The text concludes with a new chapter on the social psychology of education.

3E list price Rs. 9.60
(Originally U. S $ 7.50) *512 pp.*



PREPARATION AND USE OF AUDIO-VISUAL AIDS, 3rd Ed.
by ***Kenneth B. Haas,*** *Loyola University, Chicago, and* ***Harry Q. Packer,*** *State Dept. of Public Instruction, Delaware*

The need for such a book as this, clearly apparent when the first edition appeared, is even more apparent now. Not only are the values of audio-visuals more precisely understood, but such aids have been accepted as an important adjunct to modern education and training. This text contains more than two hundred drawing, cartoon, photographs, charts and graphs, to aid understanding.

3E list price Rs. 9.60
(Originally U. S. $ 6.48) *381 pp.*





DEMONSTRATION TECHNIQUES, 2nd Ed.
by ***Mary Brown Allgood,*** *Appalachian State Teachers College, North Carolina*

This is a text that offers a comprehensive presentation of effective demonstration techniques. It discusses lecture-demonstration procedures and appropriate college training for this work, while stressing methods of presentation and television techniques, supplemented by graphic illustrations.

3E list price Rs. 6.00
(Originally U.S. $ 5.95) *142 pp.*

TEACHING SCIENCE IN TODAY'S SECONDARY SCHOOLS, 2nd Ed. (1964)
by ***Alfred T. Collette*** *and* ***Walter A. Thurber,*** *both of Syracuse University*

The text has been carefully revised and begins with an outline of the objectives of science teaching in the light of present day scientific developments. Featured in the second edition are the latest materials on BSCSC, PSSC, CHEM, CBA programs and other essential research findings.

3E list price Rs. 9.00
(Originally U.S. $ 8.50) *703 pp.*

PRENTICE-HALL OF INDIA (PRIVATE) LTD.,
M-97, Connaught Circus, New Delhi-1.

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UNIVERSITY NEWS

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22-3-66
LIBRARY
MYSORE

STATE AND THE UNIVERSITIES

The question of proper relationship between the State and the Universities is one which comes up repeatedly for consideration whenever university men come together for any conference or discussion. The 41st Annual Meeting of the Inter-University Board of India and Ceylon held at Mysore on 5th and 6th February 1966 was no exception to this.

Over the last few years the interference of State Governments in the affairs of the universities has been increasing steadily. It has taken various forms, but the objective has been quite clear. Which has been to bring the universities under the supervision and control of the State Governments as much as possible. This is something which the community of Vice-Chancellors could not but view with dismay and disapproval. What the Inter-University Board had to say in this regard is best expressed in this brief extract from the resolution passed on this occasion :—

> "The Inter-University Board is firmly of opinion that the mere fact that certain contributions are made by any State Government or even by the Centre cannot be a justification to bring about changes which will radically alter the composition, the working and the efficiency of the Universities and humiliate the Universities concerned in the eyes of the academic world. The Board is of opinion that a statutorily established University is practically in the same position as a statutorily established political government and the mere fact that the legislatures of such governments have certain powers of legislation should not be utilised to lower the reputation of Indian Universities and to make their efficient working impossible".

In order to consider the whole question in proper detail and in the right perspection it was decided to appoint a Sub-Committee to review the provisions in different University Acts, the innovations that have been made which are detrimental to academic efficiency and the honour and dignity of Universities and to suggest ways and means by which things can be improved so as to establish cordial relations with the Government of the day consistent with the position of the Universities. The members of the Committee are :—

Dr. C.P. Ramaswami Aiyar Vice-Chancellor, Annamalai University and President of the I.U.B.. Dr. A.L. Mudaliar, Vice-Chancellor, University of Madras, Dr. C.D. Deshmukh, Vice-Chancellor, University of Delhi, Dr. K.L. Shrimali, Vice-Chancellor. University of Mysore, Dr. B. Malik, Vice-Chancellor, University of Calcutta and Dr. G.S. Mahajani, Vice-Chancellor, Udaipur University. This committee is meeting in the middle of March at Delhi. In our subsequent issues it is proposed to report their findings to our readers.

A number of other important decisions were also taken which we expect to report to our readers at a later stage.



A group photograph taken in Mysore on the occasion of the 41st annual meeting of the the Inter-University Board

EDUCATIONAL PANEL STUDIES PLAN

The Education Ministry has referred to the Education Commission the question of establishing Central Universities. Education, including university education, is a State subject under the Constitution, subject however to the provision of Entries 63 to 66 of list 1 and entry 25 of list 111. The Law Ministry on a reference from the Education Ministry some time back observed that under Entry 63 of the Constitution Parliament could declare any institution of higher learning including a university to be an institution of national importance.

The Education Ministers' Conference held in October 1962 had recommended that in the interest of the emotional integration of the country as well as for setting academic standards, the Central Government should establish more central universities, with the objective of ultimately having one Central University in each State.

The committee was, however, not in favour of establishing a new university by the Centre in each State and felt it would be advantageous if a university already established was brought under the purview of the Central Government. With regard to the selection of such universities, the committee agreed that it should be done in mutual consultation with the State Governments and the University Grants Commission.

The Committee of Members of Parliament on Higher Education under the Chairmanship of Mr. P.N. Sapru had also recommended that one way in which the Centre could play a greater part in promoting higher education was to establish at least one central institution of the highest standard in each State to serve as an example to other educational institutions in the State.

In an informal meeting with the Education Secretary, the Deputy Chairman of the Planning Commission expressed the view that the Ministry could consider taking up a few existing universities and colleges in India which they could strengthen with Central assistance —each university specialising in some particular subjects.

Tamil Bureau's Unsold Books

Nearly Rs. 6 lakhs worth of books in Tamil, including translations and original works, are reported to be lying unsold with the Bureau of Tamil Publications set up by the Government of Madras.

These books, published by the Bureau, cover a variety of subjects and are intended for the use of students and general public—These are particularly considered to be a boon for Tamil medium students in schools and colleges.

This huge accumulation of the Bureau's publications has come as a surprise to many in the context of the findings of a recent survey of school libraries in Madras State which spotlighted the inadequacy of the number of Tamil books in the libraries attached to the educational institutions.

The Bureau was constituted by the Government in April 1962 to bring out as many Tamil books as possible in a wide range of subjects including medicine, law, engineering and technology. It took over the functions of the College Tamil Committee which was till then entrusted with the work of producing books required by students of the Tamil medium degree courses. The activities of the Bureau are entirely financed by the Government. During the last four years the Bureau has brought out 81 books in Tamil, printing on an average 2,000 copies of each title. Among them, there are many translations of standard English books by eminent authors and original works in Tamil written by eminent university professors. The subject-wise break-up of the publication is : Economics-27; Geography-13; History-9; Politics-7; Psychology-8; other subjects (humanities) 6; and general books 5. In addition, the College Tamil Committee had earlier sponsored publication of 35 books in different subjects.

The Bureau has programmed to produce another set of 42 books including some titles in medicine, engineering and law, at an estimated cost Rs. 4.5 lakhs. These publications are now in print and are expected to be released to the public on the Tamil New Year Day in April this year.

The sale of these books is arranged by the Government on a non-profit-no-loss basis. The Director of Secondary Education, it is understood, has advised all school management to buy these books for their libraries. Public libraries in the State have also been asked to have these publications in their shelves for the benefit of the reading public. In spite of these measurers, the off-take is considered to be not adequate. During the last four years the total sale proceeds of the Bureau's publications amounted to Rs. 1.75 lakhs, representing just a little over one-fourth of the expenditure incurred, it is learnt.

Educationists are of the view that the quality of the Bureau's publications was easily the best and the cost low, compared to many other books sold in the market. They feel that these books were attractively got up and produced on the pattern of standard English textbooks. Even publishers from the neighbouring states had praised the achievements of the Bureau in rendering into Tamil so many standard works in English.

TWO DISTINGUISHED WOMEN

An Indian woman scientist has been honoured by the USSR Science Academy. She is Mrs Savitri Sahni, President of the Birbal Sahni Institute of Plaeo-botany, Lucknow. She has been awarded a plaque and a medallion by the Academy.

She is the first woman scientist of the country to he honoured by the highest body of USSR scientists. Professor A.L. Takhtajan of the USSR Science Academy has come to India to present the medallion and the plaque.

Justina Singh will become the first Indian Woman to get the doctor of philosophy degree in Clothing and Textiles next month when she finishes her two-year graduate work at Pennsylvania State University. Next June she will go back to her job, professor and Dean of the Faculty of Home Science at M.S. University, Baroda. The Ford Foundation helped to finance her study in the United States.

CORRESPONDENCE EDUCATION—REPORT OF A CONFERENCE

Ram Behari

Vice-Chancellor, University of Jodhpur, Jodhpur

I had the opportunity as an UNESCO observer to attend the Seventh Conference of the International Council on Correspondence Education at Stockholm recently, and am glad to respond to the request of the Editor, to share my experiences with the readers of University News.

The Seventh Conference of the International Council on Correspondence Education was held at Stockholm (Sweden) on June 13-17, 1965. It was attended by 229 delegates from 31 countries, India being one of them. The first Conference was held at Victoria in 1938 and was attended by 38 persons from U.S.A., Canada, Australia, New Zealand, and U.K. The second Conference was held at Lincoln, Nebraska in 1948; it could not be held earlier on account of the World War II (1939-45). The third was held in 1950 at Christchurch in New Zealand; Fourth at Pennsylvania in 1953; Fifth in Canada in 1957; Sixth at Oregon, U.S.A. in 1961; and Seventh in 1965 at Stockholm. Conferences are now held after every four years.

In his Welcome Address on the 1st day, June 13, the Director-General, National Board of Education, Stockholm, pointed out that the year 1965 was the International Cooperation Year and that the idea to celebrate it as such was sponsored for the first time by the late Prime Minister Pt. Jawaharlal Nehru of India, in the Assembly of the United Nations, for mutual understanding, friendship welfare and happiness of all mankind.

The programme of the Conference included reading of reports of representatives of different countries about ideas, principles, trends and new developments in Correspondence Education in their respective countries. Discussions were held on :

'Integration of new media and new methods into Correspondence Study' ;

'Television and Radio' :

'Language teaching by Correspondence—Great new possibilities' ;

'Advanced Methods of Using Recordings' ;

'Programmed Instructions—what is its place in Correspondence study and how it should be handled ?'

'How can Correspondence instruction be utilised in an overburdened Residential Formal School Situation ?'

'How can Correspondence Instruction help the Teachers—the Parents—the students ?' ;

'How can Home study assist in alleviating the problems due to Technological change and Automation —through Retraining, Upgrading of Working personnel and basic Training for the unemployed ?'

'Research in the Correspondence Instruction Field'

'Correspondence study and Developing countries—what has been done, what has been planned, what should be done.'

'The Recognition of Qualification gained by Correspondence Study—A Discussion of Principles.'

An Exhibition was arranged displaying lessons, new audiovisual aids and techniques used in different countries.

Right Answer

An excursion was arranged one day to NKI-Skolan which is a leading Correspondence School in Stockholm. The head office of NKI (Nordiska Korrespondensinstitute) is in Stockholm and branch offices are in Oslo and Copenhagen. NKI-Skolan dates from 1910; it is privately owned. Originally it was a small school offering courses in Commercial subjects only. In 1930 it started a series of courses in technical subjects leading upto a degree in Engineering. About 3,000 engineers have graduated from NKI-Skolan. More than 86 per cent of these engineers now hold qualified posts in Sweden and the other Scandinavian countries, and 14 per cent are employed as engineers in a subordinate capacity. The Engineering degrees awarded by NKI-Skolan are fully recognised by private industries and state institution in Sweden, and both the status and salaries of these engineers are quite comparable to those of engineers holding degrees from regular technical schools. Technical correspondence schools have been started in several places in Sweden. Supervised Correspondence study based on courses from NKI-Sikolan has proved to be the answer to the lack of regular technical schools in many areas.

At present, about 700 different companies and industries use correspondence courses from NKI-Skolan for vocational and technical training.

NKI-Skolan enrols 1,50,000 students every year and offers a great variety of correspondence courses in Arts, Commerce and Science, from Primary to University level, and in almost anything from a University Course in Mathematics to one in free-hand drawing or in Russian.

A main interest of NKI-Skolan is *adult education*. Adult education is fast becoming one of the major educational problems in Sweden on

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Before he joined the University of Jodhpur, Dr. Ram Behari was Director, Institute of Correspondence Courses, University of Delhi, Delhi.

account of the social and economic development of this country. Need for it is a product of the welfare state. People can afford better education and have leisure time. Also the swift technical progress and need for specialisation accelerated this need. The families, the work and civic responsibilities of adults make schooling of the traditional class-room or lecture type quite unpractical.

Big Demand

Another leading Correspondence school in Sweden is Hermods in Malmo. It was founded in 1898 and is also privately owned. It has enrolled more than 1 lakn students per year during the last few years. Many Hermods courses are subsidized by the Swedish Government. Hermods specialized in Correspondence instruction for students in regular schools and in 1950 introduced University courses in Sweden by Correspondence. Total population of Sweden is about 75 lakhs. From July 1, 1965, Hermods and NKI-Skolan have been amalgamated as a result of the great demands which will be made on the Swedish Correspondence Institutes in connection with the new school reforms in Sweden. The new reform aims at abolishing the older, authoritative system and in its place aims at individualising its educational objectives and encouraging the pupils to work on their own. These two institutes cater for a large sector in Norway, Denmark, and the Swedish-speaking areas in Finland. The State or the local school authorities meet the expenses for Correspondence courses used in the regular schools. The National Board of Education examines and approves all correspondence courses for use in schools.

One of the chief reasons for the establishment of supervised correspondence study schools was the lack of qualified teachers. The Correspondence education has ceased to be a matter of interest for sparsely populated districts only and has now been integrated into the whole educational framework of Sweden. Students are taken to campus for tutorials and lectures for certain periods of the year; during these periods a student is entitled to a state grant. Correspondence instruction was one of the main methods chosen by the National Board when retraining of large numbers of teachers became of vital importance for the success of the impending reform of continuation school education. This method is used in Sweden by the State authorities, by industries and by private individuals as a solution to a great variety of educational problems. New media and methods like Combined Radio-Correspondence Courses have been taken up for teaching languages, like, English, German, Russian, Swedish, and more combined courses are being planned.

Denmark's 'brevskole (Denmark's Correspondence School' 'brev' means letter) was started in 1916 and will celebrate its Golden Jubilee of 50 years on 1st September, 1966. It was the first to be recognised for State Control according to a law of the Danish Ministry dated 14th June, 1960. In January 1955, there were 12979 students, 10 per cent more than the previous year. 72 per cent males; and 28 per cent are females. 35 per cent live in Copenhagen; 36 per cent in provincial towns, only 21 per cent in rural districts. Total population of Denmark is 45 lakhs. 140 different courses are offered in Arts, Commerce, Languages and Sciences. 50 per cent fulfill their courses by graduation. There is a full time staff of 90-100 instructors and 20-25 office staff. Offices are conveniently situated in two spacious villas in a pleasant residential area of Copenhagen. Owing to lack of time and teachers, subjects which could not be included in ordinary curriculum, came to be provided by correspondence courses. Also as Science is doubling itself in 10 to 20 years. Correspondence Courses are necessary for continuting education and adult education.

10,000 Courses

The method of Supervised Correspondence Study is now widely used in several countries of the world such as the U.K., U.S.A., the U.S S.R., Australia, Scandinavia, France, Belgium, Netherlands, West Germany, New Zealand, Canada, Ethopia, South Africa, Indonesia, Japan, Malaya and several other countries in the British Commonwealth. In the U.S.A. alone there were today 56 universities or institutions which are imparting education through Correspondence to several million students every year. More persons enroll in Correspondence Courses every year than those who join the first year of all college and universities combined. There are over 600 public and private Correspondence Centres offering over 10,000 courses in different occupations and academic disciplines. One-fifth of the Accountants and one-tenth of the Engineers prepare in part or wholly by Correspondence. The World's largest Correspondence School is in Sweden. Sweden enrolls over ten times as many Correspondence students per million people, as does America in Scandinavia, the majority of engineering students study by Correspondence.

In the United Kindom, 98 per cent of all chartered Accountants prepare for their examinations by Correspondence.

Pressing Need

For decades, the U.S.S.R., has been using Correspondence instruction in Scientific, technological and academic fields. The recent reorganisation of their educational system places even greater emphasis on this method. In U.S.S.R. today, more than 50% of the young people who go in for academic studies prepare themselves by Correspondence each year. Correspondence instruction works very well in teacher-training, because most teachers have the necessary mental discipline. Ethopia, Indonesia, Malaya and Japan have successfully used this method for the in-service training of teachers. Japan has used Correspondence Instruction for the training of several thousands of teachers who were badly needed after World War II; since 1955 weekly radio lessons in high school subjects are on the air throughout the year all over the country.

Italy's school of Correspondence at Rome was established in 1891 and so it is existing already for more than 70 years.

In our country, the number of students in colleges and universities is increasing rapidly and at a fast rate. In 1948-49 there were about three lakh students in Indian universities, the number in 1962 was about

10 lakhs and today it is 15 lakhs. In 1966 it will be 16 lakhs. Increase in enrolment in Arts, Science, and Commerce is about 1 lakh per year. Thus if a good size college has 1000 students, it will be necessary to open 100 good size colleges every year, i.e. more than in each fortnight and about two in one week which is impossible.

The increase in the number of institutions of higher learning is not expected to match the anticipated increase in enrolment, on account of heavy cost of buildings, classrooms, hostels, etc. In whatever manner the flow of students in universities is regulated, it will leave out many deserving students, who would be denied access to higher education because of limited seats in existing institutions or limitations set by their physical incapacity, financial responsibility, occupation or place of residence.

Thus the problem is how to provide educational opportunities to such a large number of students who are so eager to get more education and knowledge, and at the same time to avoid the terrible and collosal wastage of national talent, wealth, and resources on account of 50 or 60 per cent failures in public examinations.

Selective Admission

One solution seems to be Selective Admission in Colleges and universities and diverting the rest of the students to vocational and technical institutes, and polytechnics. Also for purposes of adult education and for enabling employed persons to be abreast of recent developments in this rapidly changing scientific and technological age, it is necessary to resort to non-formal type of education, evening colleges, correspondence courses, sandwiched courses, part-time courses etc. Another problem is how to wipe out and liquidate illiteracy in the country. The example of the U.S.S.R. a country of universal literacy is commendable in this context and deserves mention. During the brief span of 45 years (1919-1964) the Soviet Union has been able to liquidate illiteracy among its population and become a country of universal literacy. This example of Soviet Union deserves to be emulated by us.

MADRAS TEACHERS DOING WELL

The Madras University has made striking improvement in the conditions of teachers of higher education, according to data collected by the Education Commission.

Not only has the percentage of teachers in the university area earning less than Rs. 300 per month been reduced from 80% in 1950-51 to 32.1% in 1965-66, but their number has also declined from 2,383 to 1,626 during the same period.

The all-India position, however is that while the percentage of teachers getting less than Rs. 300 has gone down from 63 in 1950-51 to 35.7 in 1965-66, their number has risen from 13,403 to 23,439.

With the increasing adoption of the pay scales recommended by the University Grants Commission in 1958 the average monthly pay (all-India) of teaching staff has gone up from Rs. 233.8 to Rs. 344 during this period.

The Madras University has the largest number of teachers of higher education (5059) next only to Calcutta University. The percentage of teachers drawing less than Rs. 300 has come down from 66 to 45 during the 15-year period, but their number has risen from 2,085 to 2514. The average pay of the teacher over this period has improved from Rs. 149.5 to Rs. 332.9 in the Madras University and from Rs. 191.5 to Rs. 321.n the Calcutta University.

Big rise

Kerala University ranks third in regard to the number of teachers of higher education. The big spurt from 651 teachers in 1950-51 to 3964 in 1965-66 indicates the tremendous expansion of university education.

However, it shares the poor record of several other universities in that the number of teachers getting less than Rs. 300 has increased 713 to 1,730 though their percentage has come down from 83.8 to 43.6. The rise in the average pay of the teaching staff in the Kerala University from Rs. 129.2 to Rs. 332.2 is attributed partly to there being 24 members (0.5 per cent of the total number) drawing over Rs. 1,000 per month. There was not even one teacher getting this salary in 1950-51.

Aid to Developing States

"Do-it-yourself" teaching techniques for use by village teachers in the remotest corners of the world are an important contribution made by the Overseas Visual Aids Centre (OVAC) to help developing countries tackle the educational problems facing them, said Mr. A.E. Oram, Parliamentary Secretary to Britain's Ministry of Overseas Development, while opening the centre's new premises in London recently. He said that the British Government had increased its annual grant to OVAC from £5,000 (Rs. 66,667) to £20,000 (Rs. 2.67 lakhs).

To train people in the developing countries in the efficient use of audio-visual aids so that whether they are teachers, or are engaged in putting across new ideas and methods in health, agriculture or industrial training, the effectiveness of their teaching will be enhanced.

Nearly 10,500 educational administrators and teachers and community development, agricultural and health workers from more than 90 countries had visited the Centre, and the number was steadily increasing every year, said Mr. Oram. OVAC had organized 150 training courses in Britain and other countries which had been attended by more than 4,000 students.

EXCHANGE VISITS OF SCIENTISTS

The Punjab Agricultural University is likely to take part in a programme of exchange visits of scientists between India and the United Kingdom. This programme has been chalked out with the aim of enabling young scientists of Indian Universities to work in the United Kingdom a minimum period of three months and participate in research projects.

Scientists between the age of 25 and 35 years and who hold permanent appointments at a university or research institute are eligible.

The study is expected to help identify areas, where more attention is called for to ensure that the minimum monthly emolument of a teacher of higher education is not less than Rs. 300.

Seminars

TEXT-BOOK WRITERS IN SESSION

Twelve text-book writers from English speaking countries in Africa, Asia and Latin America took part in the Triangular Fellowship Programme held recently in New York for participants from developing countries. The project was organised to assist the developing states in the preparation of text-books and other instructional material for use in the programmes of teaching about the United Nations.

Towards the end of the seminar the textbook writers presented a list of conclusions and recommendations dealing with the need for materials teaching about the UN, suggestions to educational authorities and recommendations to international bodies.

The group considered it essential that each UN member State assume responsibility for the preparations of its own teaching materials about education for international understanding and teaching about the UN and its related agencies. It noted such material should provide students and teachers with information about their countries, participation in the activities of the UN and its agencies as well as about the programmes of these organisations in their countries.

The text-book writers urged that maximum use be made of teachers' journals, school magazines, broadcasts, telecasts and newspapers. To educational authorities having a text-book distribution programme the group suggested that a minimum of one per cent of the annual text-book and supplementary material budget be devoted to the provision of materials for increasing international understanding through teaching about UN and its related agencies.

On the international level, the group suggested that it would be helpful if the United Nations could include on the staff of each UN Information Centre one person who has had considerable and varied experience in the country or region in which the centre is located.

The Triangular Programme was established in 1961 by the UN Office of Public Imformation to provide an opportunity for young journalists and writers from Africa, Asia and Latin America to receive briefings and to study at first hand the work of the UN in economic and social development and to assist in their efforts to make more widely known and better understood the work of the UN in these fields.

INSTITUTE OF ASIAN STUDIES

The seminar on "India and South-East Asia" held in Delhi recently recommended that an Institute of Asian Studies be established at a suitable place for increased cultural co-operation in the region.

This was one of the several recommendations the seminar, held under the auspices of the Indian Council for Cultural Relations, made for collaboration between India and South-East Asia in economic, social, scientific and technological fields.

The seminar was attended by delegates from Ceylon, Hong Kong. Indonesia, Japan, Nepal, Malaysia, the Philippines, Singapore, Thailand and South Vietnam. Recommendations were made separately by four groups which went into the problems of economic, social, scientific and cultural development in Asia.

The group on cultural co-operation recommended that the ICCR should establish branches in various South-East Asian capitals and cultural organisations existing in each country and endeavour to establish branches in other countries in the region.

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PERSONAL

The University of Aligarh conferred the honorary degree of D. Litt. on the Union President Dr. S. Radhakrishnan, at the convocation of Aligarh University on February 27, 1966.

The Vice-President, Dr. Zakir Hussain, Chancellor of Delhi University, conferred the honorary Degree Doctor of Laws on Mr. Gyulla Kallai, Prime Minister of Hungary, at a special convocation on February 23, 1966.

Dr. S. Misra has assumed charge of the office of Vice-Chancellor of Utkal University in place of Dr. P. Parija, who relinquished office on February 15, 1966.

Mr. D.P. Singh, Joint Secretary Planning Commission, has been appointed Vice-Chancellor of the U.P. Agricultural University in place of Mr Bajrang Bahadur Singh.

Dr. Roger Manwell, British educationist and broadcaster was on a month's lecture tour of India, recently.

Dr. B.S. Khanna of the Punjab University has been awarded a senior fellowship by the East West Centre of the University of Hawaii for advanced research in the field of Development Administration.

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I, Amrik Singh, hereby declare that the particulars given above are true to the best of my knowledge and belief.

(Sd) Amrik Singh

March 6, 1966

Signature of Publisher

CULTURAL EXCHANGE

Bilateral Ties With Soviet Varsities Envisaged

A two-member Soviet delegation, with the aim of establishing bilateral relations with Indian Universities, is currently visiting India on the invitation of the University Grants Commission under the Cultural Exchange Programme.

The members are Mrs. E.P. Palvanova, Vice-Chancellor of the Turkmenia State University, and Prof. G.R. Khutsishvili, Professor of Physics at the Tbilisi State University.

Mrs. Palvanova, will visit Osmania University, with which her own University will have special "friendship". A similar bilateral "friendship" between the universities of Madras and Georgia will be established when Mr. Khutsishvili visits Madras later.

During its stay in India, the delegation will meet important people in the sphere of education and visit Bombay, Hyderabad and Madras.

Soviet Books in Nine Indian Languages

The Progress Publishers of the USSR will soon bring out books in nine Indian languages. Last year the firm published books in Hindi, Urdu, Bengali, Tamil and Marathi. This year, in addition to the above languages, books will also be published in Gujarati and Punjabi.

Steps are being taken to acquaint the Indian readers with the achievements of Soviet science and technology. Last year a number of books were published in science. Among them was the famous Russian book, "The Struggle for Life", published in Bengali. This is a collection of articles by outstanding Soviet surgeons. The collections tells about the achievements of Soviet medicine in the field of heart and brain surgery, about the struggle against poliomylitis, the use of artificial kidney and other medical discoveries.

In the current year the Soviet firm intends to reprint "The Fate of Man" by M. Sholokhov, several short stories by Chingiz Aitmatov and works by Alexei Tolstoy.

BRITISH BOOK FAIR IN NEW DELHI

An exhibition of British books, the largest of its kind to be held in India, opened in New Delhi last month.

Called the British Book Fair, the exhibition, which has been organised by the British Council, was held at the Triveni Kala Sangam Gallery. The fair had on display between 10,000 and 12,000 books. The titles, selected in London with the help of the Publishers Association and experts in various fields, covered a wide range, including agriculture, education, art and printing, and personal reference books for professionals.

Also on show were books by and on Rudyard Kipling, the full range of low-priced publications of the English Language Book Society and some of the best-selling publications of H.M. Stationery office.

A feature of the Book Fair was the "Special evenings" when lectures were given on a variety of subjects, including book supplies to students and academic libraries, recent developments in printing, and illustrating children's books.

EXHIBITION OF SOVIET BOOKS

The Printing Committee of the USSR shipped to India Soviet books, drawings and posters for display which will be held in Delhi and Bombay in March under the cultural exchange programme.

The display includes 1,000 books in Russian and English, in the languages of the peoples of the USSR and India, including sociopolitical, scientific-technical children's literature, fiction and poetry, books on arts published in the Soviet Union. Posters and graphic works by Soviet artists are widely represented.

WORLD VARSITY AT BODH GAYA LIKELY

Plans are afoot to start a university for international religions at Bodh Gaya. The project is likely to be fiananced by several countries.

A group of Ceylonese monks met the Dalai Lama at New Delhi recently and broached the proposal, which is understood to have been welcomed by the latter. The group of monks are reported to have informed the Dalai Lama that not only Buddhist countries of the world but also others would come forward to finance the university.

The Dalai Lama is said to have assured his cooperation in the matter and agreed to request the Union Government to take the initiative. The idea of establishing such a university had originated about 15 years ago when the late Dr Shyamaprasad Mookerjee took up the matter with the Union Government. U. Nu, the former Prime Minister of Burma, had also agreed to take it up with the Union Government.

Soviet Connoisseur of Art in Delhi

Miss Oksana Tamilina from the Museum of Oriental Arts in Moscow was here recently under the Indo-Soviet cultural exchange programme. Miss Tamilina who is in charge of the Middle and Near East and South-East Asia Department of the Museum participated in the UNESCO seminar or "Museum and Life of Society."

A specialist on Indian printed textiles, Miss Tamilina has published many works on the subject. During her present six-week stay in the country she will visit Ahmedabad, Banaras, Bombay, Madras and Hyderabad to collect material on a new book.

Miss Tamilina said that her museum regularly arranges exhibitions devoted to Indian art and culture. For instance, a photographic exhibition on the architecture and sculpture of India was inaugurated there on the 16th anniversary of India's Republic Day.

Campus News

Chair in History

The University of Bihar is considering a proposal to institute a Chair in History to commemorate late Dr. Jadunath Sarkar.

Cultural relics

Punjab University Department of Ancient Indian History and Culture has unearthed some archaeological relics in the State which have yielded a continuous cultural sequence from the early half of the first millenium B.C. till about the medieval period. The finds near Jagadhri include Indo-Greek coins, uninscribed copper and terracotta toys, decorated discs, bone and ivory articles such as arrow heads. The pottery included painted grey ware, generally associated with the Mahabharatha Aryans and the terracotta figures bearing the stamp of Maurya art traditions. The University Panjabi Department is working on a project entitled "Historical and literary references in Panjabi Qissa Poetry.

The Panjab University is likely to start M.A. evening classes in a few subjects in July this year.

The University Department of Commerce and Business Administration is engaged in a project entitled "Case studies of Incentive Schemes in Selected Units in Public and Private sectors."

Academy of Sciences

Utkal University has formed an Academy of Biological Sciences in Cuttack with Dr. P. Parija as President at a recent meeting of scientists and research scholars engaged in the disciplines of Botany, Fisheries, Zoology, Agriculture and Veterinary Sciences.



Vice-Chancellor Mr. Suraj Bhan with Dr. Niharanjan Ray, Director of the Indian Institute of Advanced Studies, Simla, at a reception given in honour of the participants of the seminar on "The Philosophy of Culture" sponsored by the U.G.C.

Sri Venkateswara University has been enrolled as an associate member of the Indian Institute of Foreign Trade.

Delhi University intends to institute Master's Degree courses in Plastic Surgery, Dermatology, Tuberculosis, Medical Microbiology and a Diploma course in Hospital Administration.

The following new courses of study have been instituted at the University : M. S. Opthalmology, M.S. (E.N.T.), M.S. Orthopaedics M.D. Anaesthesia, Diploma course in Opthalmology, Obstetrics, Dermatology and Venereology.

The University plans to institute a department of journalism during the Fourth Plan period.

Calcutta University will start Diploma in Health Education (DHE) and Diploma in Health Statistics (DHS) from the next academic session.

Mysore University has fixed the minimum age for admission to the pre-University and Degree courses as 15 plus and 16 plus respectively as on October 1 of the year of admission.

Visvabharati Social Education Organisers Training centre at Sriniketan has introduced two courses for Lady Social Education Organisers and Teachers and Educators' Orientation Course.

I. I. T. Delhi Department of Humanities has introduced a semester course in Principles of Design for the fourth year students of the Institute.

Indore University has introduced a condensed degree course in Engineering for diploma holders. The University proposes to organise a centre of East Asia Studies at Indore. The course will include the study of Chinese language. There is a proposal to start from July 1966 a University College of Commerce and Business Administration.

CORRESPONDENCE COURSES IN PUNJAB

The Academic Council of Punjab University has decided to accept the decision of the University Syndicate that correspondence courses should be introduced in the University.

At its meeting in Chandigarh recently the council while agreeing to accept the proposal, favourably considered the following broad principles

The B.A. (pass course) will be of four years' duration and the B.Sc. (pass course)—only for science teachers and science assistants—also of four years.

The B. Com. course for those working in business concerns and in the Secretariat will be of four year's duration.

The LL.B. course, for which the University will consult the Bar Council, will also be of four years.

The B.Ed. course for working teachers will be of a duration of two years. For the B.Sc. Engineering course the University is likely to admit working overseers.

Details about the courses which the University should run will be decided by the University Grants Commission.

PRIORITY FOR DENTAL CARE SCHEMES

A plea for assigning top priority to dental care schemes in the Fourth Plan was made by Col. N.N. Bery, President of the Dental Council of India, presiding over the two-day session of the Council, which concluded in Madras recently.

Col. Bery, who is also the Dental Advisor to the Union Government, asked the members of the Council to impress on the State Governments the need for starting more dental clinics for the benefit of the public and the school children. While dental education had advanced, dental care was being neglected, he added. He outlined the activities of the Council and said that research was one of the important factors for development of the dental science.

Research Projects

As part of this programme the dental college at Bangalore had been selected for assistance in the form of foreign experts on a world-wide basis by the W.H.O. under Project India-208 for five years in the first instance. The staff of this College would go abroad for higher training.

He explained how several research projects were functioning in different centres. He said that on the advice of the Union Government 10 new post-graduate departments at the various dental institutions, had already been opened and two more would be shortly started at Madras before the end of this financial year.

The council decided that candidates having six months' internship or two years' practice should be admitted to Master's degree course in dentistry. It also recommended uniform pay scales for dental teachers.

Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, said that a post-graduate course in dentistry would commence at the dental wing of the Madras Medical College from March this year.

Curbs on Diploma Admission

A proposal to cut down the intake of diploma students, to strengthen the admissions to crafts courses and to diversify the course of study in polytechnics is before the Mysore Government. The contemplated step is designed to contain the unemployment growth among the technically qualified.

The State Education Minister, Mr Kanthi, recently in a statement said that he would look into the disparity in the intake of 4,300 students in polytechnics as against the Third Plan requirement of 4,800. The number of the unemployed in civil, mechanical and electrical engineering in 1964 was assessed at 2,252.

The other steps taken by the Government to check unemployment among the diploma-holders were a reduction in the number of civil engineering students from 60 to 40, making for a total cut of 400 in the 37 institutions in the State.

A State Advisory Board had also been set up with the representatives of industry and commerce to advise the Government on the development of technical education.



Dr. T.S. Soundaram Ramachandran, Deputy Minister of Education, receiving Dr. A.F. Caine, Education Minister of Liberia, on his arrival at Palam airport, New Delhi

ARTS, SCIENCE, COMMERCE COLLEGES

Distribution of Enrolment, Staff, and 'Hostel Residents' in "Affiliated Institutions" according to "Arts Science Commerce & Professional Colleges."

S. No.	University	Enrolment	Staff (Incl. T/D)	Staff Student Ratio	No. in Hostel	% residence
1.	Agra	57,424	3,415	16.8	7,126	12.4
2.	Aligarh	—	—	—	—	—
3.	Allahabad	1,876	118	15.9	292	15.6
4.	Andhra	25,721	1,676	15.3	4,013	15.6
5.	Andhra Pradesh Agricultural University	—	—	—	—	—
6.	Annamalai	—	—	—	—	—
7.	Banaras	918	72	12.8	263	28.6
8.	Bangalore	12,404	620	20.0	1 352	10.9
9.	Baroda	—	—	—	—	—
10.	Bhagalpur	15,385	769	20.0	2,398	15.6
11.	Bihar	21,794	960	22.7	1,860	8.5
12.	Bombay	47,410	2,112	22.4	1,950	4.1
13.	Burdwan	25,113	1,103	22.8	3,168	12.6
14.	Calcutta	1,18,993	5,021	23.7	7,556	6.3
15.	Delhi	21,715	1,111	19.5	963	4.4
16.	Gauhati	43,115	2,110	20.4	3,177	8.8
17.	Gorakhpur	12,860	856	15.0	1,735	13.5
18.	Gujarat	54,366	2,369	22.9	5,413	10.0
19.	Indira Kala Sangit Vishwavidyalaya	—	—	—	—	—
20.	Indore	9,471	353	26.8	381	4.0
21.	Jabalpur	9,249	374	24.7	1,111	12.0
22.	Jadavpur	56	12	4.7	—	—
23.	Jammu & Kashmir	9,171	486	18.9	775	8.5
24.	Jawaharlal Nehru Krishi Vishwavidyalaya	—	—	—	—	—
25.	Jiwaji	10,768	444	24.3	330	5.1
26.	Jodhpur	—	—	—	—	—
27.	Kalyani	—	—	—	—	—
28.	Karnatak	13,931	653	24.4	959	6.0
29.	Kerala	72,663	3,215	22.6	13,698	18.9

(*Contd.*)

S. Ho.	University	Enrolment	Staff (Incl. T/D)	Staff Student Ratio	No. in Hostel	% residence
30.	Kurukshetra	—	—	—	—	—
31.	Lucknow	5,476	356	15.4	771	14.1
32.	Madras	66,540	3,836	17.3	22,109	33.2
33.	Magadh	18,042	731	24.7	672	3.7
34.	Marathwada	9,577	488	19.6	1,111	11.6
35.	Mysore	18,900	958	19.7	2,562	13.6
36.	Nagpur	34,886	1,364	25.6	2,679	7.7
37.	North Bengal	9,044	404	22.4	925	10.2
38.	Orissa University of Agriculture & Technology	—	—	—	—	—
39.	Osmania	13,117	729	18.0	359	2.7
40.	Panjab	58,904	2,852	20.7	8,570	14.5
41.	Patna	—	—	—	—	—
42.	Poona	24,850	1,146	21.7	3,814	15.3
43.	Punjab Agricultural	—	—	—	—	—
44.	Panjabi	2,487	130	19.1	178	7.2
45.	Rabindra Bharati	—	—	—	—	—
46.	Rajasthan	20,294	1,267	16.0	3,169	15.6
47.	Ranchi	10,333	456	22.7	1,209	11.7
48.	Ravishankar	9,779	577	—	1,287	13.2
49.	Roorkee	—	—	—	—	—
50.	S.V. Vidyapeeth	5,123	249	16.9	2,411	47.1
51.	Saugar	15,478	793	19.5	523	3.4
52.	S.N.D.T. Women's	2,087	142	14.7	183	8.8
53.	Shivaji	17,623	794	22.2	2,277	12.9
54.	Sri Venkateswara	9,336	720	13.6	1,836	19.7
55.	Udaipur	981	80	12.3	83	8.5
56.	Utkal	18,781	1,176	16.0	4,582	24.4
57.	U.P. Agricultural University	—	—	—	—	—
58.	Varanaseya Sanskrit Vishwavidyalaya	—	—	—	—	—
59.	Vikram	12,462	618	—	690	5.5
60.	Visva-Bharati	—	—	—	—	—
	Total	9,70,443	47,715	20.3	1,21,120	12.5

Varsities Association Awards

The successful operation of the Association of Commonwealth Universities is shown by the expanded programme and the growing number of members within it.

Reporting a record number of universities, colleges and institutions of higher education, the annual report of the Association for 1965, published in London, says that the countries of South East Asia have strengthened the work and aims of the Association.

The University of Burdwan, West Bengal, which joined the Association along with four new British Universities, and one each from Canada and Australia, has brought the total within the Association to the record number of 150.

At the fifth annual intake of scholars, in October 1964, the total number of scholars holding awards in Britain from the time the Association's plan came into operation exceeded 1,000. The largest contingents from South Asian countries to accept offers for study in Britain is from India—38.

One of the three visiting Fellowships awarded last year went to Prof. A.T. Markose, of Kerala University, who is now working at Queen's University, Belfast, Northern England.

Besides administering the Commonwealth Scholarship and Fellowship Plan, the Association also fosters interchange of academic personnel within Commonwealth countries.

Exchange of Scholars

As many as 12 recommendations were made by the group on cultural co-operation. One important recommendation was for the exchange of scholars at the university level for short-term lecture tours and for longer term research and teaching programmes. Besides, there should be exchange of students not only for scientific and technological courses but for humanities and social sciences also.

INDIAN DOCTOR HONOURED

A new £200,000 (Rs. 26.67 lakhs) research and teaching unit which will double the number of places for doctors and technicians at the School of Tropical Medicine, Liverpool, was opened recently at Liverpool. A number of Indian doctors are at present studying at the institution.

Dr. M.G. Chandau, Director-General of the World Health Organization, who opened the unit, expressed the hope that the School would make a great contribution to the elimination of poverty and improving the health standards in the developing countries. "The needs of the developing countries are immense and the present effort must continue and increase," he said.

Earlier, Dr. Candau was presented with the School's Mary Kingsley Medal—named after an English woman ethnologist and sociologist, whose studies at the end of the nineteenth century and accounts of disease in the tropics were a powerful stimulus to medical research in Britain.

Founded in 1898 by a group of businessmen, the Liverpool School is now a recognized centre for teaching and promoting research into tropical diseases and for providing advice on control measures and clinical care of patients.

Since the first diploma course in tropical medicine was held in 1904, over 1,800 doctors from all parts of the world, including India, have been trained at the School.

The present lack of exchange of books, the group said, should be met by translating selected writings in each area into an international language. Publishing and distribution could be done through firms which operated internationally.

The group dealing with problems of economic development recommended that in the case of commodities like tea or copra, where two or three countries within the region dominated, the possibilities of joint marketing policies be explored.

EMERITUS MEDICAL SCIENTISTS

The Union Government has appointed Dr. S T. Achar of Madras, Dr. P. V. Gharpure of Bombay, Dr. H.N. Ray of Calcutta, Dr. R.N. Chaudhury of Calcutta and Dr. Dharmendra of Chingleput as emeritus medical scientists.

The scheme has been adopted by the Indian Council of Medical Research, based on the analogy of emeritus scientists under the Council of Scientific and Industrial Research.

An emeritus medical scientist will be granted an honorarium of Rs. 1,000 p.m., without affecting his other retirement benefits. Not more than five scientists will be appointed in any one year. They will be attached to any of the national institutes, laboratories, universities etc, for prosecuting their research activities. The appointment will be for a period of five years or attaining the age of 70, whichever is earlier.

NEW CITRUS PLANT DISEASES FOUND

A new suspected virus which is mainly responsible for the decline in citrus trees in the Punjab and other parts of India, has been discovered by researchers at the Agricultural University, Ludhiana.

The discovery was made by Dr. J.P. Nauriyal and Dr. K.L. Chadha, Head of the Horticultural Department, Punjab Agricultural University and Fruit specialist respectively, while recording observations on healthy and declining trees of sweet orange. Nearly 80 per cent of the declining trees showed the presence of a very interesting symptom called Inverse Pittingin either on the scion or on the rootstock or both. These symptoms have since been recorded from affected trees at various places in the Punjab, namely Abohar, Attari, Jugiana and Pathankot.

According to Dr. Nauriyal, the symptoms consist of the presence of numerous tiny pin-like projections in the wood of sweet orange plants, near the bud union with corresponding minute holes on the inner surface of the bark. The casual agent, he says, could be a virus disease.

READERS' FORUM

I am interested in studying for the Master's Degree in Physical Education. Is there any institution in India offering this course?

—Rahimtulla, Jabalpur

The Lakshmibai College of Physical Education, Gwalior, offers a course in Master of Physical Education and the Punjab Government College of Physical Education, Patiala, offers a course of M.Ed. in Physical Education. You can also write with profit to Punjab University, Chandigarh, in this behalf.

I am presently working in U.K. as a scientist and would very much like to return to India. Can your Board help to secure for me a position in one of the universities?

—Niranjan Gupta, Edinburgh

The best thing for you to do would be to approach the Council of Scientific and Industrial Research, New Delhi, who have a scheme popularly known as "Pool Officers". If you are eligible by virtue of your academic qualifications and experience, you will be absorbed into the "Pool" and will receive a regular monthly remuneration till such time as you get a regular position somewhere. They would also try to place you in one of the universities if you make a special request to them.

Alternatively, if you so desire, we can also circulate your curriculam vital to the universities in India and find out if any of them are interested in having you.

Can I study Sanitary Science in India in one of the Universities?

—Prakash Lal, Lucknow

The University of Madras offers a Bachelor's degree course in Sanitary Science. The minimum qualification for admission to the course is MBBS degree and extends over 12 months.

As a young and new entrant to the teaching profession, I wish to adopt a fresh approach to the teaching of my subject, viz. Chemistry. I understand you lend certain books detailing a new approach to the teaching of Chemistry. Can you kindly send me the same?

—R.K. Srinivasan, Madras

We welcome your approach which is in keeping with the present trend of thinking in the country. You may first of all read, with some profit, the Report of the Review Committee of the University Grants Commission in Chemistry. This Board, however, does not have the sort of books you have in mind. If you write to the National Council of Educational Research & Training, Indraprastha Estate, New Delhi-1, perhaps they would be able to help you. We should not be surprised if some of these books are also available in the University Departmental Libraries.

Can I obtain a loan from any Govt./Semi-Govt. Agency to finance my further studies abroad?

—Ravinder Puri, Ludhiana

Yes; you can obtain a loan from the Government of India. You may kindly write to the Scholarships Division of the Ministry of Education, Government of India, Curzon Road Barracks, New Delhi, for obtaining full particulars.

I am interested in Plastic Surgery. Are there any facilities for study of the subject in India?

—Kulwant Rai, Bombay

The All-India Institute of Medical Sciences, New Delhi, and the Nagpur University provide facilities for the study of this subject at the Master's level.

Will you please let me know the names of Indian Universities which have recognised the B.A. degree of Tribhuvan University, Nepal?

—Sham Sunder, Amritsar

Some of the Universities which have accorded recognition to the B.A. degree of Tribhuvan University are: Allahabad, Banaras, Bombay, Delhi, Jadavpur, Karnatak, Kerala, Punjab and Rajasthan. However, it is doubtful if recognition by these universities would be given to this degree if obtained as an external private candidate.

Varsity Education Through Radio and T.V.

A "university of the air" awarding its own degrees after courses of television and radio tuition is envisaged in a British Government White Papar published recently.

It says the Government is already discussing the arrangements necessary to set up such a university, which would be designed to improve educational, cultural and professional standards generally, help a minority showing general interest to accept "the full disciplines of study" and help students in many other parts of the world as well as those studying in Britain.

Developing States

"In the developing countries in particular, there is an urgent need not only for elementary education but for a highly trained corps of men and women equipped to provide leadership in national life.

The White Paper, prepared by an advisory committee under Miss Jennie Lee, Joint Parliamentary Under Secretary of State in the Department of Education and Science, says the aim should be to provide "a quality unsurpassed anywhere in the world without requiring vast capital sums to be spent on bricks and mortar."

"The Government believes that by an imaginative use of new teaching techniques and teacher-student relationships, an open university providing degree courses as rigorous and demanding as those in existing universities can be established," the White Paper adds.

It envisages that television and radio teaching would be backed up by correspondence courses, tutorials and practicals and study and discussion periods at convenient centres.

Courses would be open to anyone, regardless of educational qualifications, and the document says that although the primary purpose would be to provide degrees, professional technical, refresher and conversion courses should also be included.

Book Reviews

The Indian University, by Robert L. Gaudino, Bombay, Popular Prakashan, 1965, pp. 269, Price, Rs. 20.00.

The state of total intellectual atmosphere in India has in recent years attracted many U S. scholars to make historical-sociological studies of the Indian universities. They have generally been dismayed, angered, excited and confused by what they discovered as part and parcel of India's system of higher education. Not infrequently, though, they have been swayed in their approach by Max Weber's *Protestant Ethic* and the spirit of American Sociology" with a strange inclination to accept some unproven and prelogical theories about India, its people and culture : Marxian ghost haunts them and Weber's Americanised angel redeems them.

•

Robert Gaudino's attempt despite its many weaknesses is an exception. It stands in sharp contrast to some of the earlier studies, especially those by Edward Shils (*Intellectual Between Tradition and Modernity: The Indian Situation*) and Margaret Cormack (*She Who Rides a Peacock*). It is an exception partly because Goudino believes in keen anthropological observations rather than in sample surveys that tempt to make sweeping generalisations and in textual or conceptual analyses that show little relevance to the contemporary history, and partly because he has faith in the *verstehen* methodology. There is a thorough endeavor to understand the teacher and the student, the vice-chancellor and the registrar, the home and the town : in other words, the frame of reference of the Indian university. Gaudino discovers (without being upset) how Indians respect knowing more than doing how the whole society is still organised on the British concepts of conviviality and mistrust, why age and caste are virtues higher than merit and potentiality, why voluntary problem-solving is unknown to Indians, how a tomorrow better than yesterday seems unlikely to them, and how all this with the general scarcity of material goods and services has imparted a psychological culture to India. To the shock of many Westerners, above all, he is convinced that an average Indian is not religious and is surely not looking for Moksha (salvation), and that there is more openness to the idea of secularism in India than we encounter in most nations.

Gaudino is, however, surprised why in the universities where, in the words of the late Mr. Nehru, the ambition of the university student is to become a *babu* (a clerk), the policy is guided by principles of democratisation and professionalization of higher education. Larger number of students are being admitted and the drive is to raise quality of research. It should however be evident that this trend is only a part of the emerging spirit characteristic chiefly of the New Nations of Asia and Africa. Demand for higher education, mechanisation, automation, speech, efficiency, tolerance, tidiness, and mass political representation is for them all that constitutes modernisation the reshaped *Weltanschauung*, the *neue Zeitgeist*. Perhaps, it is in the air, it cannot be prevented from being inhaled and internalized.

Gaudino fails to observe India's participation in the *Zeitgeist*, and that is why at many points he is lost between description and analysis, between evidence and conclusion, between "is" and "ought" of the Indian university. The Indian teacher's high expectations in the midst of his shame syndrom and the Indian student's pseudo-ambitions in a framework that lacks idealism, engage Gaudino's attention only too much. But this does not very much affect his presentation. Besides, the absence of important statistics, total lack of references, an index, a bibliography, and vacuum of the sources of his observations do not prevent the book from being a very readable one.

—Keshav Dev Sharma

Institute of Logopedics

The All India Institute of Logopedics set up in Mysore in August 1965 will be an addition to the expanding scope of the University of Mysore. The Institute will provide post-graduate training in Speech Therapy and Audiology. Administratively it is now a subordinate office of the Directorate-General of Health Services. An autonomous governing Council is likely to take up the administration of the institute shortly.

The Logopedics Institute is the first of its kind in India and the Government is likely to set-up a few more such institutions. The Institute will be affiliated to the University of Mysore and it will work in close collaboration with the Medical College and K.R. Hospital in Mysore and various other departments in the university. The degree to be offered at the Institute are the Master's Degree in Logopedics and the Doctorate degree in Logopedics. It will also provide facilities for research in Logopedics and Audiology. The plans are to admit 30 students each year for a two year course in Logopedics leading to Masters Degrees.

At the end of the two-year training period, the graduates can work as speech therapists or audiologist in hospitals, in speech clinics and in Schools for deaf and hard of hearing. The Wichita University and the Institute of Logopedics, Wichita, Kansas, has promised aid to the Institute, particularly in the training of a few Indian students in advanced Logopedics.

It is likely that some experts in Logopedics will be sent from Wichita to come and teach at the Institute in Mysore for a few years.

Facts About Japan

The International Society for Educational Information in Tokyo has issued a series of booklets giving up-to-date facts about Japan. The guides are intended for use in other countries by authors and publishers preparing text-books.

The booklet contains information on such aspects of Japanese life as history and tradition, religion, geography, climate, population, agriculture and food.

Classified Advertisements

OSMANIA UNIVERSITY

Applications, on the prescribed form, together with the Registration Fee of Rs. 5/- in the case of posts Nos. 1 and 2, and Rs. 2/- in the case of Post No. 5 for the following temporary posts under the scheme "Study of the effects of Radiation from internally administered Strontium 90 or 89 and Phosphorum 32" sponsored by the I.C.A.R., are invited, so as to reach the under-signed on or before 24-3-1966,

1. Research Officer

(Rs. 400-30-800) ... (1 post)

Qualifications :

(i) Ph.D. in Animal Pathology from a recognised University

OR

A First or Second Class M.V.Sc. or M.Sc. in Animal Pathology from a recognised University.

(ii) At least two years' Research Experience in Pathological Studies in mammals, preferably in mice.

2. Senior Scientific Assistants

(Rs. 325-25-550-EB 25-250) ... (2 posts)

Qualifications :

(For one post) ;

(a) Atleast a *Second Class M.Sc. in Zoology from a recognised University.

(b) Two years' experience in a Research Laboratory.

Preferential : Persons with specialisation in Marine Biology will be given preference.

(For the other post) :

RADIATION PROTECTION OFFICER

(a) Atleast a *Second Class M.Sc. in Zology from a recognised University.

(b) Should have undergone the one year course of Radio-biological Physics at the Atomic Energy Establishment, Trombay, Bombay.

(c) One year's experience in a Research Laboratory.

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* Second Class denotes that a candidate should have secured not less than 50% marks in the aggregate at the Bachelor's and Master's Degree level.

3. Technician (Rs. 125-220 ... (1 post)

Qualifications :

(i) A pass in P.U.C. with Physical and Biological Sciences, or its equivalent.

(ii) At least one year's experience in the maintenance of mice colony or two year's experience in a University or College Laboratory.

Note : Must be Domiciles of Telangana Region.

Age :

Posts Nos. 1 and 2 : Not more than 35 years.

Post No. 3 : Not more than 30 years:

NOTES

1. The appointments are purely temporary and for the duration of the Scheme, which is three years.

2. The posts carry usual allowances admissible under University rules.

3. Filling up of the vacancies in the posts depends on the exigencies of work.

4. The University reserves the right to reject any application without assigning any reason.

5. Persons already in Service must submit their applications through their employers.

6. Candidates must be prepared to attend an interview at Hyderabad at their own expense.

7. Application forms, with necessary instructions and full particulars, can be had from the Manager, Dept. of Publication and University Press, Osmania University, Hyderabad-7 (A.P.) on payment of Rs. 2/- in respect of Posts No. 1 and 2, and Re. 1/- in respect of Post No. 3, in person or by M.O. or by Postal Order UNCROSSED, made payable to the Manager.

8. If the form is required by Registered Post, an additional amount of Re. 1/- must be sent.

Sd/-
(L.D. DESHPANDE)
Registrar.

INDEX OF JOBS

Subject	*Post*	*University*
Agricultural Economic	Reader	Saugar
Botany	Reader	Gorakhpur
Hindi	Professor	Poona
Industrial Management	Prof. & Reader	Kerala
International Politics	Research Fellow	Indian School of International Studies
Law	Prof. & Reader	Delhi
Music	Professor	Delhi
Mathematics	Lecturers	Mysore and Poona
Physical Chemistry, Statistics	Lecturers	Poona and Gorakhpur
Law and Geography	Lecturers	Gorakhpur

Administrative Posts	*University*
Deputy Librarian	Gorakhpur
Finance Officer	Saugar
Teaching Assistants	Kerala

UNIVERSITY OF POONA

Applications are invited for the following teaching posts in the under-mentioned Departments of the Univerfity :—

Department	*Posts*
1. Department of Chemistry ...	1 Lecturer in Physical Chemistry. (Preference will be given to those who have specialized in Nuclear and Radiation Chemistry).
2. Department of Mathematics and Statistics ...	1 Lecturer in Mathematics 1 Lecturer in Statistics.

The pay scales attached to the posts are Rs, 400-30-640-40-800 inclusive of Dearness Allowance.

A higher start is permissible in the case of specially qualified and experienced candidates.

Detailed information regarding minimum qualifications, age limit etc., will be supplied along with the prescribed application form, on receipt of a self-addressed envelope (9″×4″) bearing postal stamps worth Re. 0.45 paise to cover the postage.

Applications must reach the University Office not later than March, 26, 1966.

Ganeshkhind,
Poona-7.
February 14, 1966.

W.H. GOLAY
Registrar

UNIVERSITY OF KERALA

Notification

Applications are invited from qualified candidates for appointment to the undermentioned posts in the Department of Business Administration at the University Centre at Ernakulam.

Those selected for appointment will be on probation for one year in the first instance and will be governed by Section 34 of the Kerala University Act—Act 14 of 1957—add the Statutes thereunder.

The posts are temporary for the present, but are likely to be made permanent.

Professor of Industrial Management (1)

Scale of Pay : Rs. 1,000-50-1,500.

Qualifications :

1. A first or second class Master's Degree of an Indian or foreign University in Business or Industrial Management, Industrial Engineering, or any allied subject.

2. About ten years of experience in a responsible position in an Industrial or Business undertaking or a Management consultancy firm.

OR

About ten years of experience of teaching in a University or Management training institution.

3. **Desirable :** Either a Research Degree or published work of a high standard.

Age : About forty (40) years.

Readers (2)

Scale of Pay : Rs. 700-40-1,100

Qualifications :

1 A first or second class Master's Degree of an Indian or foreign University in Business or Industrial Manangement, Industrial Engineering, or in Economics, Commerce, Statistics, or a Chartered Accountant or Cost Accountant.

2. About five years of experience in a responsible position in an Industrial or Business undertaking or a Management consultancy firm.

OR

About five years of experience of teaching in a University or Management training institution.

3. **Desirable :** Either a Research Degree or published work of a high standard.

Age : Preferably between 30 and 40 years.

LECTURER (ONE)

Scale of pay : Rs. 400-30-640-40-800

Qualifications :

1. A first or second class Master's Degree in Business or Industrial Management. Statistics, Economics, Commerce, or a Chartered Accountant.

2. About three years of experience in teaching or work in an industrial or business undertaking.

Age : Preferably between 25 and 30 years.

TEACHING ASSISTANTS (TWO)

Scale of pay: Rs. 300-205-500

Qualifications :

1. A first or second class Master's Degree.

2. At leasts two year's experience of work in an Industrial undertaking.

3. Ability to collect materials from Industrial or Business on Management problems.

Age : Preferably about thirty (30) years. All posts will carry D.A. at University rates.

Copies of the application forms can be had from the University Office on payment of Re. 1/- (Rupee One) in cash at the Office Counter or by Postal or Money Order payable to the Registrar, University of Kerala.

Last date for receipt of applications together with the prescribed fee of Rs. 5/- (Rupees five) by the Registrar is 21st March, 1966.

Applicants should, if required, appear for an interview at Trivandrum at their own expense.

Canvassing of any kind will disqualify the candidates.

University Buildings,
Trivandrum—1
17th February 1966

Registrar
A.M.N. Chakfar

UNIVERSITY OF GORAKHPUR, GORAKHPUR

Applications in prescribed form (8 copies) available from the office of the Registrar on payment of Rs. 5/- for Readership, Dy. Librarian and Rs. 2/- for lecturership as a registration fee, payable in cash or by Money Order or Postal Order drawn in favour of the Registrar, University of Gorakhpur, Gorakhpur, for the following posts are invited so as to reach this office through employer if employed, not later than 24-2-1966.

Provident Fund benefits according to the University Rules are available. The general conditions of service will be those embodied in the agreement of service, which the employee will have to sign before he enters upon his duties or as soon as possible thereafter.

1. Deputy Librarian :

One in the grade of Rs. 500-25-800.

Qualifications:

Candidate must possess a first or second class Master's degree in Arts or Science and a second class degree in B. Lib. or one year Diploma in Lib. Sc. He must have administrative experience of a big Library.

2. Reader in Botany :

One—in the grade of Rs. 700-40-1100.

(a) A first class Master's degree or

(b) A high second class with Doctor's degree in the subject and

(c) Post-graduate teaching experience of at least 5 years, and

(d) Capacity of conducting and guiding research.

In exceptional cases, the Selection Committee may relax the above qualifications, in view of long teaching experience and research work of a high order.

3. Lecturers :

In the grade of Rs. 400-30-640-EB-40-800.

(1) One in Physical Chemistry (with specialisation modern aspects such advanced Thermodynamics, Statistical Mechanics or Quantum Chemistry).

(2) One in Law.

(3) Two in Geography (one in leave vacancy and one permanent).

Qualifications :

(a) A First class Master's degree or

(b) A high Second with Doctor's degree in the subject.

In either case the candidate should have a consistently good academic career. Preference will be given to a candidate with teaching and research experience. For the post of Lecturers in Geography : M.A. or M.Sc. in Geography specialisation in Urban Geography or Physical Geography or Cartography. An M.Sc. with Physics, Geology or Mathematics will be preferred.

The candidate for the post of Lecturer in Law should have specialized in Public International Law and should have taught the subject both at the LL B. and LL.M. levels. He should also be qualified to teach LL M. and Post LL B. Diploma in Labour Law classes respectively.

N.B. : Candidates will be required to appear for an interview if called, at their own expense. The Selection Committee may recommend higher initial salary to a person specially qualified for the above posts. It will be open to the University not to fill in any post advertized. Canvassing in any form by or behalf of the candidate will disqualify him.

(S.M. KAR)
Registrar.

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Applications are invited for the following posts, in the Centre for Advanced Study in Education, Faculty of Education and Psychology in this University.

1. **Senior Fellows** : Pay Rs. 500/- per month nett.

First Fellow : Qualifications : (1) At least IInd Class M.A. with specialisation in the field of Social Sciences. (2) At least IInd Class M. Ed. with specialization in Curriculum or Educational Administration. (3) Experience of teaching and research for at least two years in the field of Education. **Desirable** : (i) A doctor's degree in Education. (ii) A good command of English, Hindi and at least one other regional language.

Second Fellow : Qualifications : (1) At least IInd Class M.A./M.Sc. in Statistics or Psychology with specialization in Psychometrics. (2) Research experience in Experimental Education or Psychology for at least three years in any recognised institution. **Desirable.** (i) A doctor's degree with thesis in the field of Psychological testing. (ii) Publication of merit.

Third Fellow : Qualifications : (1) At least IInd Class M.A. in languages or Social Sciences. (2) At least IInd Class M. Ed. (3) Minimum three years' teaching-cum-researeh experience. **Desirable.** (i) A doctor's degree in Education. (ii) Training in Audio-Visual methods of instructions. (iii) A good Command of English, Hindi and one other regional language.

2. **Junior Research Fellow** : Pay Rs. 300/- per month nett. Qualifications : At least IInd Class M.A. in Statistics or Psychology or Education with specialisation in Psychometrics or Experimental education. **Desirable** : (i) Research experience of about two years. (ii) Good written expression in English.

Applications in the prescribed form, available from the Office of the Registrar, M.S. University of Baroda, Baroda-2. On pre-payment of Crossed Postal Order for Rs. 2-50 should reach him on or before 21st March, 1966. Incomplete applications and those received late and on plain papers will not be considered.

Sd/- B.K. ZUTSHI

University Registrar.

UNIVERSITY OF SAUGAR

Advertisement No. 2/66

Applications are invited so as to reach the Registrar, University of Saugar, before March the 15th, 1966 for the post of A READER IN Agricultural Economic sanctioned by the U G C. under the Third Five Year Plan Period, on a prescribed form to be had on requisition. Applications for prescribed forms should be accompanied by a self-addressed envelope and postal order of Rs. 5/- as application fee.

Candidates already in service should send their applications through the proper channel. An advance copy, however, may be sent. The application should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

Candidate selected for an interview will have to come to Saugar at their own expense and bring with them their original research papers, degree etc.

The appointment will be made for a period upto 28-2-1969 in the first instance on the salary scale of Rs. 700-40-1100 with benefits of Provident Fund according to University rules. It is likely to continue thereafter.

Service during temporary period may be terminated without notice and without assigning any reason.

Qualifications :

(i) A Doctor's degree or a first class Master's degree with original contribution to knowledge in the subject.
(ii) Extensive research experience and/or published works to their credit.
(iii) At least 7 years experience of teaching post-graduate classes.
(iv) A good working knowledge of Hindi both written and spoken.

Special Qualifications :

The Candidate should be a specialist in Agricultural Economics.

(Ishwar Chandra)
REGISTRAR
UNIVERSITY OF SAUGAR.

REGISTRAR

Advertisement No. R-1/66

Applications (10 copies) stating full name and address, date of birth, detailed qulifications and experience with copies of certificates alongwith a fee of Rs. 5/-are invited for the following posts so as to reach the Rector, University of Saugar, Saugar by the *15th March, 1966.*

Candidates already in service should send their applications through proper channels. Applications should carry a testimonial with regard to candidate's work and conduct from the Head of the Institution he is serving or has last served.

Candidates selected for the interview will have to come to Sagar at their own expense and bring with them original certificates, degrees etc.

The University reserves the right to negotiate with suitable person or persons if necessary.

The posts are permanent. Period of Probation is 2 years from the date of joining the posts. This period of probation may, however, be extended by such further period of probation as the Executive Council may deem fit, but the total period of probation shall, in no case exceed three years.

The age of retirement is 60 year.

Higher initial start on the prescribed scales may be given to candidates possessing exceptionally high qualifications and experience.

POSTS

1. **University Registrar**—on the salary scale of Rs. 1000-50-1500 with benefits of Provident Fund according to University rules i.e. 12% University contribution and 8% employees contribution.
Qualifications - Applicants should possess at least a Post-graduate degree and administrative experience preferably of University administration, or of the administration of a first grade college. A Law degree will be an additional qualification.
2. **Finance Officer**—on the salary scale of Rs 700-40-1100 with benefits of Provident Fund according to University rules i.e. 12% University contribution and 8% employees contribution.

Persons who have retired either as an Accountant General or a Deputy Accountant General may be considered for appoin ment to this post on a contract basis for a period of 3 years on a Salary to be fixed according to Govt. rules pertaining to the re-employment of Government pensioners i.e. the pay last drawn minus pension. The University will also consider persons who are prepared to come on deputation.

Qualifications—Applicants should possess at least a Bachelor's Degree in Arts or Science or Commerce with Accounts and Administrative experience of at least 7 years in a University Office or Government Organisation.

(Ishwar Chandra)
RECTOR.

READER

Applications are invited so as to reach the Registrar, University of Saugar, before March the 15th, 1966 for the post of A READER IN THE DEPARTMENT OF ECONOMICS sanctioned by the U.G.C. under the Third Five Year Plan Period, on a prescribed form to be had on requisition. Applications for prescribed forms should be accompanied by a self-addressed envelop and postal order of Rs. 5/- as application fee.

Candidates already in service should send their applications through the proper channel. An advance copy, however, may be sent. The application should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

Candidates selected for an interview will have to come to Sagar at their own expense and bring with them their original research papers, degree etc.

The appointment will be made for a period upto 28-2-1969 in the first instance on the salary scale of Rs. 700-40-1100 with benefits of Provident Fund according to University rules. It is likely to continue thereafter.

Service during temporary period may be terminated without notice and without assigning any reason.

Qualifications :

(i) A Doctor's degree or a first class Master's degree in Economics with specialisation of Agricultural Economics or with M.A. or M.Sc. degree in Agricultural Economics.
(ii) Extensive research experience and/or published works to their credit.
(iii) At least 7 years experience of teaching post-graduate Classes.
(iv) A good working knowledge of Hindi both written and spoken.

Essential Qualifications ;

The Candidate should have specialised in Agricultural Economics.

(Ishwar Chandra)
REGISTRAR
UNIVERSITY OF SAUGAR

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the following posts in the Faculty of Law :—

1. Professor in the grade of Rs. 1000-50-1500.
2. One Reader in the grade of Rs. 700-40-1100.

Dearness, City Compensatory and House Rent Allowances and Provident Fund benefits admissible according to the University rules in force from time to time.

General conditions of service will be those embodied in the Agreement of Service which the teacher will have to sign before he enters upon his duties or as soon as possible thereafter.

QUALIFICATIONS :

For Professorship :

A scholar of eminence. Independent published work of high standard and experience of teaching Post-graduate classes and guiding research for a considerable period desirable.

For Readership :

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The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envelop and stamps worth Re. 0.70 paise to cover postage.

Applications on the prescribed form should reach the Registrar, University of Delhi, Delhi-7, not later than the 19th March, 1966.

N.B. It will be open to the University to consider names of suitable candidates who may have applied. Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

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The general conditions of service will be those embodied in the Agreement of Service which the teacher will have to sign before he enters upon his duties or as soon as possible thereafter.

QUALIFICATIONS:

(a) A University Degree; (b) Proficiency in Music Vocal or Instrumental with capacity to perform; (c) Scholarship and high attainments in Musicology as revealed by the publications of research work and/or should have original musical compositions to his or her credit.

Desirable :

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The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envelope and stamps worth Re. 0.70 paisa to cover postage.

Applications (on the prescribed form) should reach the Registrar, University of Delhi, Delhi-7, not later than the 15th March, 1966.

Note : It will be open to the University to consider names of suitable candidates who may not have applied. Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

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The general conditions of service will be those embodied in the Agreement of Service which the teacher will have to sign before he enters upon his duties or as soon as possible thereafter.

Qualifications :

A scholar of eminence. Independent published work of high standard and experience of teaching Post-graduate classes and guiding research for considerable period desirable.

The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envelope and stamps worth Re. 0.70 paisa to cover postage.

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Note : It will be open to the University to consider names of suitable candidates who may not have applied. Relaxation of any qualifications may be made in exceptional cases at the discretion of University authorities. Convassing in any form by or on behalf of the candidate will disqualify.

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Ganeshkhind,
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W.H. GOLAY
Registrar.

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SPECIMEN COPY

MEMORANDUM TO THE PRIME MINISTER

LIBRA

The following is the text of the Memorandum on University Autonomy submitted on behalf of the Inter-University Board of India and Ceylon to the Prime Minister, Mrs. Indira Gandhi, on March 18, 1966. The delegation which saw the Prime Minister consisted of Dr. C. P. Ramaswami Aiyar, Dr. C. D. Deshmukh, Dr. A. L. Mudaliar, Dr. (Mrs.) P. V. Thackersey, Dr. D. S. Reddi and Dr. Amrik Singh.

During the last few months the question of the importance of University autonomy has come very much to the forefront as a result of a number of amendments made by State Legislatures to their University Acts. There has been a wide-spread feeling that some of the amendments encroach on University autonomy in a manner that threatens the effective functioning of the Universities concerned. Instances in point are amendments made by the Legislature of Andhra Pradesh and some other States.

The Inter-University Board of India and Ceylon at its 41st annual meeting held at Mysore in February 1966 therefore paid special attention to this question and after very careful consideration passed the following resolution:

"The Inter-University Board notes with grave concern and anxiety some of the recent amendments to University Acts in different States and the consequent deprivation of the academic freedom and responsibility of the Universities.

Amendments

"In particular the Board gravely concerned over those recent amendments whereby the Vice-Chancellor of the University is subjected to conditions of service which the academic world regards as humiliating and the University itself is sought to be controlled by directions likely to be issued on political and academically invalid considerations. In the opinion of the Inter-University Board, this is wholly inconsistent with the spirit of the Universities and is likely to lead to the Universitities becoming incapable of discharging their functions efficiently

"The Inter-University Board is firmly of opinion that the mere fact that certain contributions are made by a State Government or even by the Centre cannot be a justification to bring about changes which will radically alter the composition, the working and efficiency of the Universities and humiliate the Universities concerned in the eyes of the academic world. The Board is of opinion that a statutorily established University is practically in the same position as a statutorily established political Government and the mere fact that the legislatures of such Governments have certain powers of legislation should not be utilised to lower the reputation of Indian Universities and to make their efficient working impossible.

"The Board therefore resolves, before taking any further steps in the matter, to appoint a Committee to review the provisions in the

N. P. Pillay **on Junior Colleges in Kerala**

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20 More Farm Varsities urged

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different University Acts and the innovations that have been made which are detrimental to academic efficiency and the honour and dignity of Universities and to suggest ways and means by which things can be improved so as to establish cordial relations with the Government of the day consistent with the position of the Universities. The Board is of opinion that unless the Vice-Chancellor of a University is able to command the confidence of his colleagues and the respect of the students and unless there is sympathy and good relationship with the Government, no University can function well.

Key to Progress

"The members of the Committee are: Dr. C.P. Ramaswami Aiyar, Vice-Chancellor, Annamalai University (Chairman of the Inter-University Board); Dr. A.L. Mudaliar, Vice-Chancellor, Madras University; Dr. C.D. Deshmukh, Vice-Chancellor, Delhi University; Dr. K.L. Shrimali, Vice-Chancellor, Mysore University; Dr. B. Malik, Vice-Chancellor, Calcutta University; and Dr. G.S. Mahajani, Vice-Chancellor, Udaipur University."

The Sub-Committee met at Delhi on 17th March, 1966. The Committee had before it the results of the examination of the various University Acts as well as the recommendations made by the Model Act Committee Report set up by the Ministry of Education under the Chairmanship of Dr. D.S. Kothari.

By virtue of the generally accepted view regarding their intellectual leadership of the community, Universities are the key to social and economic progress. Therefore it is important that the Universities should be helped to grow and develop their personalities unhindered by extraneous pressures. The fullest possible measure of autonomy is indispensable for their proper functioning and growth in the interests of the country's advancement and it is essential to draw attention to and oppose effectively any tendencies contrary to this objective. Keeping these considerations in mind the Committee recommended as follows:

(1) The President of India, as in the case of the Rajasthan University should be the Visitor of every University in the country.

(2) The practice of having State Governors as Chancellors of Universities in their States has much in its favour, but, only if the Chancellors function in their individual capacity, consulting the State Governments only when they consider it necessary.

(3) Legislatures may and indeed should discuss matters of educational policy, but in order not to hamper the Universities in their day to day functioning they should refrain from discussing matters which fall essentially and peculiarly within the domestic jurisdiction of the Universities.

(4) No minister should hold any office in a University ex-officio.

(5) Provisions in certain recent University Acts for issuing directives or giving instructions to Universities are particularly obnoxious and must be deleted. Such provisions would inevitably lead to violations of the autonomy of Universities. There is no reason to believe that the authority which issues instructions to Universities is more competent to decide essentially academic issues than the University itself which is functionally best constituted to deal with these problems.

(6) Conditions of service for Vice-Chancellors should not be made humiliating or unattractive in any manner so that suitable people may not feel deterred from accepting the post of Vice-Chancellorship.

(7) As in various countries, notably in England, a convention should be evolved whereby the judiciary suo motu treats Universities as a sector of public life which should be allowed to regulate its own affairs.

(8) In order to ensure autonomy for Universities it is important that the Finance Commission while allocating resources to States every five years should state as precisely as possible those considerations which have led it to allocate resources in a certain manner. At present while the Finance Commission allows increased resources to States at the time of its recommendations, the amount required for Universities is not always allotted to them with the result that Universities, in the absence of adequate resources, do not function effectively.

(9) Over the last few years University Acts have been amended frequently and not always on the basis of academic considerations or other adequate reasons. However some of them need to be amended now in the light of recommendations made by the Model Act Committee Report as finally approved by the Inter-University Board and the University Grants Commission.

Support sought

To sum up, the Inter-University Board seeks support in two directions from everyone in a position to help :

(A) to secure deletion of some of the provisions mentioned above which seem to them to detract from University autonomy, e.g.

  (i) provision for the removal of Vice-Chancellor after an enquiry by an outside authority;

  (ii) the issue of directives by an outside authority to the University;

  (iii) nomination of Ministers as Pro-Chancellors—ex-officio;

  (iv) appointment of Pro-Vice-Chancellors without consulting the Vice-Chancellor.

(B) to have the existing University Acts amended in terms of the recommendations made by the Model Act Committee as finally approved by the Inter-University Board and the University Grants Commission.

REPORT ON JUNIOR COLLEGES IN KERALA

N. P. Pillai

In the State of Kerala there are today a number of institutions called "Junior Colleges". No other state in India has any academic institution with the same name or which discharges the same fuctions; yet it is an integral part of the educational ladder in India, having been properly 'fitted in' with it.

Adjustment problems

The University course in the State for a pass degree was of a four years' duration, made up of the two-year Intermediate and the two-year degree courses until 1957 when it was replaced by the one-year Pre-University and the three-year degree courses. It was realised soon that this reform failed to raise the standards of achievement of the graduates, as was expected, mainly for the reason that the Pre-University Course did not equip the entrants to the degree course with the necessary competence, either in the language of communication or in the contents of the subjects, required for taking an intensive course at the degree level. The medium of instruction at the high school stage being the regional language, the students who entered the Pre-University class found it difficult for the first few months to follow lectures in English or to do any work on their own using English books. It was also evident that in a course, which lasted only for a little less than nine months, no effective work could be done for the first few months as the students had several adjustment problems due to the change-over from the school to the college. The course itself was, consequent on this situation, reduced into a general course, with no fields of specialisation. What was attempted there was largely a re-study, in a different language, of more or less the same subject-matter already learned in the high school.

The dissatisfaction with the Pre-University course made for demands in the Senate of the University of Kerala to extend the course to a period of two years. This would have meant the restoration of the old Intermediate and degree courses, each of two years' duration. The only difficulty that agitated many thinking minds in doing this was that, in the context of the vast explosion of knowledge that has taken place, the reduction of a year from the three-year degree course would be a retrograde step, even when the preparatory course was lengthened. In other words, while almost all were in favour of a two-year Pre-University Course, not many were enthusiastic about a degree course of anything less than three years.

When in 1963, the University appointed a committee to study the question, two important developments took place which helped a decision in the matter. The Government of India issued a statement which favoured a 12-year school to precede a 3-year degree course. The school course in Kerala has been one of 11 years for long and with a 4-year post-S.S.L.C. course for the degree, the educational course for a pass degree has been 15 years. Consequent on reducing the school course to 10 years sometime ago, the students seeking admission in the University Previous class in 1964-65 had completed only 10 years of schooling, and they would have become eligible to take the degree in 14 years if one more year was not added immediately to the school or the college. As public opinion in the state favoured a total of 15 years of study for the degree, the question whether it should be restored by adding one year to the school or one year to the college, alone became the immediatei ssue. The Kerala Government decided that it could not extend the school course beyond 10 years as the cost involved in such a vertical expansion would be prohibitive, and when this became known, the committee had no option but to recommend the addition of a year to the Pre-University course.

The pattern of education which emerged as a result of this Hobson's choice before the University was one made up of a 10-year school and a 3-year degree course, with a 2-year course in between to prepare for entrance to college. This 2-year course, it was largely conceded, was an extension of the school course, but had to be conducted under the aegis of the University as a temporary measure. It was welcomed by all those who felt that it afforded an opportunity to remedy the evils of the one-year Pre-University course and to raise the standard of college instruction, as the organisation and curriculum of study during these two years fell within the compass of the University. For all practical purposes the course was, therefore, conceived as a pre-degree course of 2 years. Such a course could well be used to give a better command of the medium of instruction in the University stage, namely English, and to introduce specialisation in the courses required for college study. It could also be used to absprb certain courses like those on General Education and Indian languages which were being compulsorily imparted at the degree stage and the time devoted to which had considerably hampered making the subject-courses more intensive.

Spccial features

In the course of discussions on the formulation of courses, it was thought desirable to incorporate some features of the Junior Colleges of America and Japan, if possible, in these 2-year courses, along with the preparation for entrance to the degree classes. The institution of a few terminal

courses with a professional orientation was thus envisaged. Of the student enrollment in the colleges, which was mounting year after year, a large proportion was known to be persons who, either because of inadequate financial resources to back them or inability to pursue advanced courses, dropped after a year or two. Among them were also many women students who entered college only for the sake of qualifying as college-educated girls before getting married or for the mere purpose of whiling away their time profitably before marriage. Terminal courses in art and music, in secretarial practice, and other similar subjects would satisfy the felt need of many of these students and wean them away from crowding the portals of the institutions for degree courses. This would have the double advantage of providing the much-desired 'higher education' for the many and safeguarding the quality of the entrants to the University courses at the degree level. The mixing up of this new idea with the traditional pre-degree education was responsible for naming the 2-year institutions, which were to be started under the scheme, as 'Junior Colleges'.

More Courses

In the course of 2 years, more than 30 Junior Colleges have been started tn the state, affiliated to the University of Kerala. These conduct mainly the pre-degree classes in subjects required for degree courses, and though a few subjects like Education and Secretarial practic are also offered in some of them the tendency is not to look upon them as terminal courses. Most of the students who have opted for the Education course, for example, would like to pursue a course in Education at the B. A. level or enroll for the B.A. in a language or in some other arts subjects, while a majority of the students who have opted for the course on Secretarial Practice would like to proceed for the B.Com. course. Many subjects like Household Arts, Music, Painting and Shorthand and Typewriting have not been introduced at all, as they would mainly be of a terminal character. It may, perhaps, take some time before the colleges realise the significance of these terminal courses and make provision for them, and the students and their guardians appreciate their worth and come forward to make use of them. Till then, the Junior Colleges will merely be separate institutions running the pre-degree courses as in the ordinary Arts and Science colleges, and the name will seem to be a misnomer.

The University hopes that more and more of courses of the general education type and courses of a terminal character will be introduced in the Junior Colleges in course of time, and they would develop an identity of their own. Till then, their role will mainly be that of the Intermediate Colleges. They have, however, extended greater opportunities to the moffusil students to have access to higher education. They have helped the University to relegate the general-education courses and a good part of the language courses to the pre-degree stage and reorganise the degree courses on a more intensive basis. The B.Sc. (special) is thus an intensive course, and has been formulated for each of the science subjects from the year 1967. B.A. (special) courses in the languages and in the arts subjects might also soon follow. These courses would have the standard, more or less of the old Honours courses.

If, for no other reason, the 2-year pre-degree courses offered in the Junior Colleges and in the Arts and Science colleges of Kerala to be acclaimed by the rest of India, at least, as an experiment in raising the standard of instruction at the degree level, it is bound to receive the approbation of all. When a wide variety of courses oriented to the Cultural, vocational and professional needs of the young men and women who would not like to go for University education but enter life after a finishing touch in these institutions become the major part of the offerings in the Junior Colleges, they would set a model for the rest of India to emulate and the University of Kerala can then legitimately be proud of its pioneering effort in filling a gap in our educational structure, which has gone on for years unnoticed, hampering all efforts at raising standards of University education.

Varsity Status for Three Institutes

The National Council for Rural Higher Education has accepted the recommendation of the University Grants Commission that the three Rural Institutes be granted the status of "deemed" universities shortly.

The three Institutes are Gandhigram Rural Institute, Gandhigram Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore and Balwant Vidyapeeth Rural Institute, Bichpuri (Agra).

The status would be granted to the three Institutes after necessary improvements have been effected in their standards, educational facilities and organisational structure. The council also decided that the remaining institutes be given fullest opportunities for development under the guidance of the Council.

The Council resolved that the Ministry of Education should, in consultation with the University Grants Commission, examine the possibilities of setting up a national rural university to which the existing rural institutes could be affiliated. The Council noted that the Udaipur Institute had already decided to affiliate itself to the University of Udaipur and the Jamia Rural Institute to Jamia Millia Islamia, New Delhi. It approved some of the rules and regulations regarding examinations and the recommendations made by the faculty committees and boards of examinations appointed by the Council.

Some of the important questions like the upgrading of the existing agricultural science course to a condensed course of three years' duration and the master plan for the development of the rural institutes were referred to the standing committee for examination.

MORE EVENING COLLEGES IN MADRAS

Three more Evening Colleges are proposed to be started by the Madras Government from the next academic year. One of the colleges will be for women.

Three evening colleges were started this year—two in Madras City and one in Coimbatore. The number of sections in the evening college at the Government Arts College, Madras, was increased from two to four to meet the heavy admission rush.

The courses in the existing three colleges provide for instruction for P.U.C. in humanities and from 1966-67, it is proposed to provide facilities for instruction in science subjects also. The Government proposes to open Evening Degree Courses in these colleges from next year.

It has been decided to introduce an Evening Degree Course in the Law College, Madras, from 1966-67 and to start with, 100 candidates will be admitted to the course.

Arts College

Six more Arts Colleges are proposed in the State from next year. They will be located one each in the districts of South Arcot, North Arcot, Thanjavur, Tiruchirappalli, Coimbatore and Madurai. The colleges in Thanjavur and Madurai would be for women.

The draft Fourth Plan for the State provides for three more engineering colleges and seven more polytechnics. The new engineering colleges are to be located in Thanjavur, North Arcot and Tirunelveli districts. Land would be acquired early for one engineering college and four polytechnics. Action for the remaining institutions will be initiated later after the approval of the Planning Commission and the Union Government. The admission capacity of the existing engineering colleges is proposed to be increased by another 250 seats from the next academic year.

Free Education Likely

The Education Commission is likely to recommend free education throughout the country with immediate abolition of fees up to the secondary stage and gradual abolition at the university level.

The Commission considered fees as the most regressive form of tax as it falls more heavily on the poorer classes of society and acts as a non-egalitarian force.

The Commission, which conducted a study on "expenditure on education versus "revenue from fees," has found that the revenue from fees forms only a small portion of the total expenditure on education and abolition of fees would impose no serious burden on the State exchequer.

With several States providing free education up to the Secondary stage, the income from fees in schools is only nominal and it would not do any serious harm if all States made education free up to the Secondary stage.

But at the college level, the Commission is not likely to recommend immediate abolition if fees as 37.7 per cent of the total expenditure on university education is derived from fees. It will suggest liberal scholarships for the poorer sections of people until fees in colleges are done away with in stages.

Abolition of fees, the Commission says, will provide equality of opportunity to all citizens in a tangible form as guaranteed in the Constitution.

The Commission, which has considered the question of making good the loss arising out of the abolition of fees by other means, has rejected a proposal to progressively relate fees to the size of the family. It feels that the implementation of the proposal will involve administrative difficulties as more than 60 per cent of people in India have an income of less than Rs. 20 a month.

CONFERENCE ON RACE RELATIONS

Asian and African students studying in British Universities are among post-graduates and lecturers invited to participate in a conference on race relations to be held at the London School of Economics from April 20 to 22.

Subjects for discussion include research into mental health among immigrants, the changing values of British youth today.

Educational Cess

To compensate the revenue loss, the Commission is considering an educational cess on the high income groups with particular reference to its administrative feasibility.

The study has shown that there has been a phenomenal increase in expenditure on education since the Five Year Plans were started. The expenditure rose from Rs. 114.4 crores in 1950-51 to Rs. 600 crores in 1965-66. The per capita expenditure on education has sharply risen from Rs. 3.2 in 1950-51 to Rs. 12.1 in 65-66.

The growth rate of education expenditure has been more than double the growth rate of national income in 1950-51. The expenditure in 1965-66 was 2.9 per cent of the national income against 1.2 per cent in 1950-51.

While the expenditure was thus increasing, the income from fees has been steadily diminishing. While in 1950-51, it was 20.4 per cent of the total expenditure on education, it is only 15.3 per cent in 1965-66.

On the other hand, Government expenditure on education rose from 57.1 per cent of the total educational expenditure in 1950-51 to 71.2 per cent in 1965-66.

The Commission, therefore, argues that by abolishing fees at all levels, the Government will have to incur only 15.3 per cent additional expenditure, which it can raise by other means.

TEACHING OF SOCIAL SCIENCES

A seminar on the teaching of social sciences was held at Calcutta University recently under the joint auspices of the University of Calcutta and the Indian Committee for Cultural Freedom.

It was felt that the teaching of social sciences should be problem-oriented. The aim should be not simply to impart information, but to teach students certain methods of analysis and to give them an idea as to how these methods are useful in tackling concrete problems in a developing society. This being the aim, there should be more reliance on seminars and tutorial classes than is common in Indian universities today. It was further suggested that this change in teaching methods could not be made effective without a corresponding change in the system of examination or evaluatin of a student's merit. The final results of a student should not depend exclusively in one or two terminal examinations, but also on his performance in tutorial classes and his participation in seminars.

The view of the majority of teachers at the seminar was that the social sciences are bound to appear as distant and abstract unless they are related to the country, region, or environment to which the student belongs. While knowledge and methods of analysis should be adopted from all parts of the world, they have to be brought into relation with our own deeds and problems. The student of the social sciences also requires to be provided with an historical perspective and a broad sense of direction.

A few special points emerged in the course of the discussion on different subjects. Teachers of Economics felt the need for strengthening the mathematical equipment of the student. Most teachers of history thought that history should not be made to subserve any patriotic or ideological objectives, but should try to be as 'objective' as possible. Teachers of philosophy tended to stress the importance of a training in logical analysis more than any commitment to particular metaphysical systems. It was also felt that a critical interest in our own tradition can and should be combined with a distinct pursuit of knowledge.

STRESS ON PRIVATE CAPITAL FOR FARMING

The short supply of institutional credit for investment in agriculture has focussed attention on the need for attracting private capital. Even though this does not fall within the purview of universities the experts of the Punjab Agricultural University have recommended to the Government suitable measures in this direction, it is reliably learnt.

Banks, manufacturers of agricultural machinery, fertilisers, insecticides and various agricultural inputs should enter the field of agricultural credit under the guidance and control of the Government, they have suggested. Loans for the purchase of seed, fodder, cattle and implements which are now given only in times of distress should be made available in normal times, the report states. Besides the tenants, who are now assured protection against eviction, should also be provided medium and long term loans, as entrepreneurs of farm business.

Defects

The study underlines various defects in the procedure for the grant of Government and co-operative loans. In the case of Government loans, it points out that the loan provisions are generally inadequate to meet the genuine needs of the farmers. Tractor loans and loans for pumping sets for plantations and orchards in particular fall short of the requirements. Every year a sizable number of applicants fail to receive any loans or receive amounts far below their requirements.

The experts are of the view that medium and long-term loans should be streamlined as the loanees often fail to reach the revenue authorities in time. It suggests the need for checking a common malpractice of obtaining new loans to pay off the earlier dues.

Referring to cooperative credit the study states that this medium also suffers from various lapses. Because of the lack of effective supervision, cases of misutilisation and under-utilisation of loans are common.

It suggests that a system of intensively supervised agricultural credit having farm-management and credit guidance programme side by side should be evolved in the Punjab.

18 PROJECTS FOR GROWTH OF PUNJABI

The Punjabi University Syndicate at its meeting in Patiala recently approved 18 projects for the development of the Punjabi language.

These projects include the publication of 13 standard books on science, 17 monographs on heroes of the Punjab, evolution of the heroic tradition in the Punjab in five volumes, anthologies of poetry of Punjabi in three volumes, works of Punjabi bards, an anthology of references to Punjab occurring in Ain-i-Akbari and Raj Tarangini, subject dictionaries in philosophy, political science, Indian history, and economics, an epic on the life, philosophy and teaching of Guru Nanak and biographies of three saints of the Adi Granth, including Bhakt Namdev, Sheikh Farid and Bhakt Kabir.

The Syndicate also approved a project for the holding of a Punjabi creative writers' workshop during the summer vacation and also to hold a symposium every year in Punjabi on the contribution to world literature by Nobel Prize winners for literature.

These projects formed part of a comprehensive plan of Rs. 40 lakh drawn up by the Punjabi University for the development of the Punjabi language during the next five years.

TEXT-BOOKS FOR INDIAN STUDENTS

The work of the Joint Indo-Soviet Commission on text-books, according to a Government spokesman, has shown considerable progress since its setting up last year.

It was pointed out that the Soviet text-books are of good quality and are being sold at reasonable prices.

Referring to the programme of adopting some of the Soviet text-books, the spokesman said, "under the scheme, about 50 titles have already been approved."

According to the decision on correspondence courses adopted at the last meeting of the Joint Commission Russian language and mechanical engineering will be introduced from next year at the Institute of Russian Studies in New Delhi and at the Indian Institute of Technology in Bombay. Text-books will be provided by the Soviet Union for studies at these institutions.

It was hoped that the joint project would have a big impact on our student community as well as on our education.

INDIA FOUNDATION SCHOLARSHIPS

The India Foundation has announced 38 scholarships for higher studies abroad from the year 1966-67.

The scholarships, are available for graduates and under-graduates for the USA, the U.K., Federal German Republic, German Democratic Republic, Italy and France. Among subjects for which the scholarships are available are Printing Technology, Medicine, Botany and Philosophy.

Indian Educationists in Britain

Four Indian educational administrators, are spending two weeks as guests of the British Council visiting colleges and universities in Britain—the latest being the University of York, Northern England.

They are Mr. V.D. Sharma, Secretary, Educational and Social Welfare Department of Rajasthan; Mr. J.D. Sharma, Director of Public Instruction, Punjab; Dr. C.D. Deshpande, Director of Education, Maharashtra; and Dr. S.N. Mehrotra, Deputy Secretary and Educational Planner, Uttar Pradesh.

ENVIRONMENTAL STUDIES

A centre for environmental studies, which is expected to make a major contribution to understanding about the working of cities, is to be set up by the British Government as an independent educational trust.

The centre will provide a forum where practitioners and researchers. both in Britain and from other countries, can discuss problems and settle research needs.

1,000 SUMMER INSTITUTES IN THIRD PLAN

The Union Government proposes to hold about 1,000 summer institutes in science, mathematics, social studies and languages for secondary teachers during the Third Plan.

The purpose is to improve the competence of the teachers who participate in these institutes and to develop effective procedures in using the content in class room instruction. It is also hoped that such gatherings will enable teachers to exchange views and promote a greater understanding and appreciation of each other's teaching programmes.

A Centrally-sponsored scheme is being formulated to strengthen diversified courses in the existing 3,907 multi-purpose schools so as to make the practical courses job-oriented and terminal in character".

In addition, large funds have been provided in the State sector to enable the States and Union territories to set up more multi-purpose schools during the Fourth Plan.

SUBSCRIPTION RATES

	INDIA	*U.S.A.*	*U.K.*
One year	Rs. 5/-;	$ 3;	Sh. 12
Two years	Rs. 10/-;	$ 6;	Sh. 24
Three years	Rs. 13/-;	$ 8;	Sh. 32
Five years	Rs. 20/-;	$ 12;	Sh. 48

Advertisement tariff available on request

Single Copy 50 Paise

Campus news

Space Probe

Osmania University sent up 12 mice into the primary cosmic radiation belt in a sealed aluminium capsule with a life-supporting system. The capsule reached an altitude of 20 miles and was recovered near Ramagundam.

This experiment to test the genetic effect of cosmic radiation was conducted by the Radiobiology section of the university. It proved that the life-supporting system had worked perfectly.

The studies on the mice which were from the Institute of Animal Genetics, Edinburgh, were conducted exclusively by the Radiobiology Department. The balloon flights facilities for sending the mice into the stratosphere were provided by the Tata Institute of Fundamental Research, Bombay.

With the encouraging results of this technological breakthrough, Osmania University is planning to conduct more experiments in the primary cosmic radiation belt.

Institute of Human Study

An Institute of Human Study has been opened in Hyderabad at the Osmania University campus recently. Studies at the institute will give emphasis on an integral spiritual outlook. A certificate course of six months duration for school teachers and one year diploma course to college and students will be started shortly.

The following new courses have been introduced: one-year post-graduate diploma course in linguistics; a three-year degree course in Geophysics leading to M.Sc. (Tech); two Masters degree course in the Faculty of Engineering, one in Structural Engineering and the other in Electronic Devices and a two-year Master's degree course in Chemical Engineering Plant design in the Faculty of Chemical Technology.



Mr. Ujjal Singh, Chancellor, Mr. P.N. Thapar, Vice-Chancellor of Punjab Agricultural University and Mr. Tarlok Singh, Member Planning Commission, at the third Annual Convocation of Punjab Agricultural University, Ludhiana

Aligarh University has introduced Master's degree course in Engineering.

Bihar University Central Library foundation stone was laid by the Bihar Governor, Mr. Ananthasayanam Ayyangar recently.

Calcutta University centre of Advanced Study in Ancient Indian History has undertaken the compilation of a Geographical Dictionary of Ancient and Medieval India and a glossary of Technical terms in Indian Art and Aesthetics.

Jammu and Kashmir University : the Gulmarg Research Observatory has been transferred to the sole management of the University.

It is proposed to institute integrated Honours courses in the constituent colleges of the University to build up the structure of post graduate teaching.

Lucknow University Geology Department is likely to start research in Himalayan Geology shortly and the Government is proposing to set up an institute to facilitate further research in the subject.

Punjab University has instituted the degree of Doctor of philosophy in the fields of Biophysics and Biochemistry.

The WHO has provided $2000 grant to the Zoology Department laboratory for colonisation of Indian Malaria Victor.

The University has decided to replace the one-year diploma course in journalism with one year post-graduate degree course in Bachelor of Journalism.

The university proposes to start correspondence courses and



The U S Vice-President, Mr Hubert Humphrey, is seen inspecting wheat fields with acting Governor Ujjal Singh and Mr P. N. Thapar, Vice-Chancellor, when he visited the Punjab Agricultural University recently.

incorporate M.A. Classes with university Evening college. The M.A. evening classes will also be of two years duration.

NaMgyal Institute of Tibetan studies is likely to be affiliated to some Indian University for recognition of its diplomas.

Rajasthan University Department of adult education proposes to sponser a conference of university Libraries in Jodhpur early in June 1966. The department will start a summer course on the principles of Methods of Adult Education on May 9.

The U.S. Educational Foundation in India is planning an exchange programme of American social scientists and teachers of the School of Social Sciences.

Preference for Bombay Graduates

Employers prefer Bombay University graduates to those of other Indian Universities, according to a sample survey conducted by the Employment Information Bureau of Gujarat University.

The reasons given were Bombay graduates sound knowledge of English and easy adaptability. The Bureau ascertained the views of 122 employers during the survey which covered several States in the country.

REPORT ON KERALA PRIVATE COLLEGES

The General Inspection Commission for training colleges affiliated to the Kerala University has suggested a tution fee of Rs. 300/- together with fees not exceeding Rs. 100/- as "reasonable" for a private college to charge its students.

The Commission in its report said that the fee rates charged should be consistent with the service provided, namely the teaching staff and the equipment in the college should be in conformity with the University's requirements and the special fees collected should be fully spent on the items for which the collections are made.

The Commission was headed by Mr. A. N. Thampi, Chairman of the State Education Advisory Board. It inspected 19 Colleges in the State.

The Commission brought to light that while the Government training colleges levied only Rs. 150 as tution fee and Rs. 25 odd, as special fees, the fees charged under these heads in private colleges varied from Rs. 400/- to Rs. 500/- and Rs. 75/- to Rs. 43/- The Commission would have no objection in principle to a private college levying higher amounts as fees for tuition and other special items of expenditure, if commensurate with higher fees, better facilities are offered.

In most of the colleges, which charged heavy tuition fees, the qualifications of the staff and facilities provided for library or laboratory work and the expenditure incurred on the items for which high fees were charged did not justify their receipt of the higher rates.

The Commission is of the view that a training college should not be viewed as a profit-making concern, to be maintained with the object of financing other institutions.

The Commission, felt those who were adequately qualified in the teaching staff were only a few. Tne number appointed were also very inadequate in most cases. In some of the colleges, the number of women students admitted was more than that of the men, but there were no women on the staff.

It placed on record "after a great deal of hesitation, because it is painful the information voluntarily given by a few students during the Commission's visit to some of the Colleges, that they had to pay a donation of Rs. 1,000 or more to assure themselves a seat." If there is any truth in the allegations", the Commission said, "the enforcement of the scheme of admissions and the starting of a few more training colleges in Government sector as and when required would prevent a recurrence of this in future."

POSTGRADUATE & RESEARCH ENROLMENT 1964-65

S.No.	University	P.G. Enrol	Res. Entol	P.G. Res 1964-65	P.G. Res 1963-64	1964-65 Index 1964-65—100
1.	Agra	14,154	696	14,850	13,615	109
2.	Aligarh	702	270	972	907	107
3.	Allahabad	2,235	232	2,467	2,499	99
4.	Andhra	1,354	334	1,688	1,390	121
5.	Andhra Pradesh Agricultural University	70	—	70	—	—
6.	Annamalai	504	44	548	522	105
7.	Banaras	1,292	355	1,647	1,630	
8.	Bangalore	699	—	699	—	
9.	Baroda	1,004	157	,1161	988	118
10.	Bhagalpur	1,097	—	1,097	1,111	99
11.	Bihar	2,255	114	2,369	1,956	121
12.	Bombay	3,459	413	3,872	3,227	120
13.	Burdwan	837	—	837	600	140
14.	Calcutta	5,095	299	5,394	5,263	102
15.	Delhi	2,870	890	3,760	3,773	100
16.	Gauhati	1,688	7	1,695	1,734	98
17.	Gorakhpur	1,261	294	1,555	1,767	88
18.	Gujarat	4,089	61	4,150	3,192	130
19.	Indira Kala Sangit Visvavidyalaya	5	9	14	8	175
20.	Indore	1,437	52	1,489	—	—
21.	Jabalpur	1,803	193	1,996	1,847	108
22.	Jadavpur	887	49	936	769	122
23.	Jammu and Kashmir	532	40	572	440	130
24.	Jawaharlal Nehru Krishi Visvavidyalaya	268	1	269	—	—
25.	Jiwaji	1,143	—	1,143	—	—
26.	Jodhpur	470	103	573	491	117
27.	Kalyani	155	30	185	148	125
28.	K. S. Darbhanga Sanskrit Visvavidyalaya	——————no information——————				
29.	Karnatak	1,052	162	1,214	1,135	107
30.	Kerala	2,236	73	2,309	1,726	124
31.	Kurukshetra	384	83	467	366	139

Continued

S.No.	University	P.G.Enrol	Res.Entol 1964-65	P.G.Res 1963-64	P.G.Res 1964-65	1964-65 Index 1964-65—100
32.	Lucknow	2,287	399	2,686	2,783	97
33.	Madras	2,638	228	2,866	2,841	101
34.	Magdh	750	19	769	613	125
35.	Marathawada	633	70	703	639	110
36.	Mysore	622	25	647	1,307	50
37.	Nagpur	2,043	30	2,073	2,067	100
38.	North Bengal	329	2	331	223	148
39.	Orissa University of Agriculture and Technology	105	—	105	23	457
40.	Osmania	1,102	230	1,332	1,204	111
41.	Panjab	2,461	156	2,617	2,369	110
42.	Patna	2,513	146	2,659	2,250	118
43.	Poona	1,576	48	1,624	1,523	107
44.	Panjab Agricultural	404	30	434	170	255
45.	Panjabi	320	—	320	272	118
46.	Rabindra Bharati	25	—	25	7	357
47.	Rajasthan	1,571	148	1,719	2,212	81
48.	Ranchi	815	93	908	758	120
49.	Ravishankar	924	—	924	—	—
50.	Roorkee	221	—	221	226	98
51.	S. V. Vidyapeeth	537	26	563	526	107
52.	Saugar	1,886	271	2,157	2,393	90
53.	S. N. D. T. Women's	177	15	192	174	110
54.	Shivaji	774	—	774	467	166
55.	Sri Venketeswara	360	41	401	398	101
56.	Udaipur	358	34	392	42	933
57.	Utkal	1,298	36	1,334	10,71	125
58.	U. P. Agricultural University	87	—	87	55	158
59.	Varanaseya Sanskrit Visvavidyalaya	129	49	178	163	109
60.	Vikram	2,041	28	2,069	4,307	48
61.	Visva-Bharati	178	19	197	166	119
Total		84,201	7,104	91,305	82,580	111

HIGHER EDUCATION IN PARLIAMENT

Regarding the measures adopted by the Government to bring about uniformity in the standard of equivalent examinations conducted by various educational institutions in the country, Mr. M.C. Chagla, Union Minister of Education said in Parliament :

"It is not possible for Government to bring about an absolute uniformity in the standards of various examinations conducted by the universities and other educational authorities in India. Further, the universities should be free to prescribe their own curricula and methods of evaluation in the interest of experimentation and progress in education. However, the following measures have been adopted by the Government, the universities and other organisations with a view to bringing about a certain degree of uniformity in standards.

They are at the university level: Adoption of similar methods of evaluation, marking, classification of candidates; appointment of external examiners drawn from universities and institutions in different parts of the country; drawing up of curricula and syllabuses by All India Boards of Technical Studies of the All India Council of Technical Education for the guidance of various institutions for degree and diplomas in technical subjects.

The University Grants Commission has commended to the universities for their consideration and necessary action, improvements in the current system of examinations as recommended by a Committee appointed by the Commission to study the question of examination reform.

The Medical Council of India has laid down standards with regard to the courses of study to be undergone, and examinations to be passed for the various medical qualifications both at the undergraduate and post-graduate levels. Medical qualifications awarded only by those institutions which come up to the required standard laid down by the Council are recognised under the Indian Medical Council Act, 1956.

As for dental and nursing education, uniform standards are maintained by the Dental Council of India and the Indian Nursing Council, bodies constituted under the Dentists Act, 1948 and the Indian Nursing Council Act, 1947.

For Pharmacy education upto the diploma level, minimum standards are maintained by the Pharmacy Council of India constituted under the Pharmacy Act, 1948.

Uniformity is brought about in all the above mentioned courses by a standardised syllabus for each course and by uniformly applicable standards for the conduct of examinations.

At the School Level

A draft syllabus for higher secondary schools was prepared at the national level when the higher secondary schools were in the making. This syllabus was adopted in toto or with minor modifications by most of the States which established higher secondary schools.

Model syllabuses have been prepared for different stages of school education in subjects like Social Studies, General Science, Physics, Biology, etc.

A number of projects have been undertaken for the preparation of model text books for Elementary, Middle and Higher Secondary Stages of education in a number of subjects such as Mathematics, Science, History, Economics and Hindi, etc.

Several studies regarding the comparison of syllabi in subjects such as Mathematics and Social Studies have been conducted and the findings published for the guidance of the State Governments.

A national survey of achievement in mathematics at the primary, middle and secondary stages of education has been taken in hand. This survey when completed will show the nature and extent of disparity, if any, between different States in the area of achievements in Mathematics."

U.G.C. Grants for Presses: During 1955-66 the University Grants Commission had given Rs. 9,84,658.87 as grants to the universities for establishing or improving their printing presses.

The Minister said, high priority was given to help universities which did not have printing presses of their own. Financial help might also be provided to existing printing presses which were not functioning properly or were unable to cope with the volume of work.

Further, the concerned university should be able to provide one third of the approved cost and the share of the University Grants Commission was limited to two-third of the cost subject to a ceiling of Rs. 1,21,000. Lastly the recurring expenditure on staff contingencies etc. for running the press should be met by the university concerned.

Book Imports: The Government had made an additional allocation of foreign exchange of Rs. 50 lakhs for the import of books and magazines. Of this allocation Rs. 15 lakhs had been set apart for import of books required by universities, libraries, technical and educational institutions.

Foreign Exchange: Mr. Chagla said that the Government had agreed to release $17,500 in foreign exchange to enable Kurukshetra University to meet the expenditure on crating and freight of the cyclotron which Rochester University, USA had gifted to it for nuclear studies.

TWENTY NEW FARM UNIVERSITIES URGED

Twenty more agricultural unisities should be set up in India to cope with agricultural production by 1981 as envisaged by the Planning Commission according to Prof. Roger Revelle, a US authority on agricultural problems.

He suggested that one university each should be set up in Assam, Gujarat, Kerala, Madhya Pradesh, Madras, Mysore, Orissa, Punjab and Rajasthan—each responsible for extension activities for three to five million farmers, two universities each in Andhra Pradesh, Bihar, Maharashtra and West Bengal—one each for about five million farmers—and three in Uttar Pradesh.

Lakh Graduates

Prof. Reville, who has prepared a comprehensive plan to tackle India's agricultural man-power needs, has estimated the requirements of agricultural graduates by 1981 at 1,27,000.

In addition, between 3,00,000 and 600,000 diploma holders will be required for extension centres.

Prof. Revelle said it is imperative for India to revolutionise its agricultural education to provide the required skilled workers to reach the planned target of production by 1981.

He estimates that each agricultural university will need to provide technical assistance for cultivating 15 to 20 million acres of land. By 1981, each university will have about 6,000 members on the staff including about 5,000 extension staff. Its annual budget by that time will be about Rs. 10 crores for instruction, research and extension. Each university will have about 5,000 students for degree courses and about 5,000 to 8,000 polytechnic or diploma students.

Experimental Farms

Prof. Revelle is of the view that these universities should be sufficiently small so that teaching is concentrated in one central campus without the need for isolated affiliated colleges. However, experimental stations and demonstration farms should be set up in different places throughout the land area under the university jurisdiction. These universities should appoint first rate teachers. To overcome the shortage of such personnel, he stressed the need for starting a few universities to train the faculty members required for other universities.

After three or four years of starting a university, it should take over the state research stations and experimental farms. Surveying agriculture in India, he said India has to tackle several complicated problems to raise agricultural production substantially. As most of the country's arable land is cultivated, intensive cultivation to raise two or three crops a year under scientific methods was the only remedy. The huge investment on agriculture contemplated will be wasted unless the technology is developed and farmers are given necessary economic conditions, incentives and the knowledge to apply it.

In many areas of the country irrigation waters are spread too thin resulting in soil deterioration due to salinity. Production could be increased by applying the same quality of water on a smaller acreage. At the same time much irrigation waters are wasted because canals are operated indiscriminately.

Application of water, chemical fertilisers, better seed and pest control should go hand-in-hand with improved farm practices. Only minimum of chemical fertilisers can be used for the present seed varieties and better seeds are therefore essential.

India should immediately take up applied research in plant and animal nutrition, genetics, physiology, pathology and microbiology. The supreme task is to bring modern technology to 60 million cultivators. This could be done by demonstration on one farm in each village and radio broadcasts and distribution of literature.

One of the hindrances to engineering education in this country is the ignorance of irrigation engineers about plant and soil requirements. Agricultural universities should, therefore, train a new breed of engineers, Prof. Revelle said.

STATUS YES, SALARY NO

The Finance Minister of Punjab, Mr. Kapur Singh, has agreed to grant "gazetted status" to all Government College lecturers but their pay scales will be as at present, according to a spokesman of the Punjab Government College Lecturers' Association, who waited upon the Finance Minister recently at Chandigarh and discussed with him the problems of grades and status of Government College lecturers.

The Finance Minister, however, assured the spokesman that the State Government would favourably consider the question of grade revision if the Centre gave special funds for the purpose.

(a news item)

JUNIOR AGRICULTURAL SCHOOLS

A new scheme for the setting up of junior agricultural schools has been included in the Fourth Plan as one of the measures for diversification of education at the secondary stage. The scheme will be finalised in the light of the recommendation of the Education Commission.

Efforts would also be made in the Fourth Plan to improve the teaching of agriculture in elementary and secondary schools, it is understood.

READERS' FORUM

Will you please let me know the list of Indian Universities and Institutes providing M.Sc. Course by thesis (Research) in Organic Chemistry, Bio-Chemistry and other biological sciences ?

K. C. Nagda, Ahmednagar

The question seems to be all too comprehensive and it may not be possible to give a satisfactory answer to all the issues raised by you in these columns. However, you may please write to the Registrar, Bombay University, Bombay for enrolling you for the M.Sc. degree by research in Bio-Chemistry/Organic Chemistry.

Will you kindly send me an application form for obtaining a post-graduate scholarship in the Australian National University ?

S. Apte, Bombay

The Australian National University, Canberra offers scholarships to graduates with capacity for research who wish to proceed to the degree of Ph.D. Applicacants must have obtained a First Class in the Bachelor's degree and should also have some research experience and preferably possess a Master's degree. Since the scholarship is awarded after a world-wide competition, only the most highy qualified are advised to apply. Please furnish us your full *curriculum vitae* to enable us to see if you satisfy the above requirements and after that we would be able to supply you the application forms.

A large number of enquiries are being received in this behalf but only one letter has been selected. The others are kindly requested to note the above mentioned conditions before approaching us for a copy of the application forms.

What are the names of the Members of University Grants Commission and how are they appointed ?

A. K. Mukherji, Muzaffarpur

The members of the University Grants Commission Are : (1) Dr. D. S. Kothari (Chairman); (2) Shri D. C. Pavate, Vice-Chancellor, Karnatak University, Dharwar; (3) Dr. S. S. Reddi, Vice-Chancellor, Osmania University, Hyderabad; (4) Nawab Ali Yavar Jung, Vice-Chancellor, Aligarh Muslim University, Aligarh; (5) Shri P. N. Kirpal, Secretary, Ministry of Education, Government of India; (6) Shri T. P. Singh, Secretary, Ministry of Finance, Government of India; (7) Shri B. Shiva Rao; (8) Prof. A. R. Wadia and (9) Shri Satish Dhawan, Director, Indian Institute of Science, Bangalore. Shri K. L. Joshi is its Secretary.

The Members of the Commission are appointed by the Central Government.

Will you kindly give me some details about institutions which are deemed to be Universities ?

—B. R. Mohanty, Shillong

Under Section 3 of the Unisity Grants Commission Act "the Central Government may on the advice of the University Grants Commission declare by notification in the official gazette that any institution for higher education other than University shall be deemed to be a University for the purpose of this Act."

The following are the institutions which are "deemed to be Universities". (1) Indian Institute of Science (Bangalore) (2) Indian Agricultural Research Institute (New Delhi) (3) Indian School of International Studies (New Delhi) (4) Gurukul Kangri Vishwavidyalaya (Hardwar) (5) Jamia Millia Islamia (New Delhi) (6) Gujarat Vidyapeeth (Ahmedabad) (7) Kashi Vidyapeeth (Varanasi) (8) Tata Institute of Social Sciences (Bombay) (9) Birla Institute of Technology and Science (Pilani).

As a research student I am interested in knowing the percentage of enrolment on the different faculties in Indian Universities. I wonder whether you can furnish me an answer in your "Readers' Forum."

—John D. Baxter, Illinois.

Certainly, we can. If only you see our "University News" Vol. 3 No. (September, 1965) you would find therein the total University enrolment in India—classified Statewise and Facultywise—for the year 1964-65. However, we are giving below the percentage of enrolment in the different Faculties for the year 1964-65: Arts—42.0; Science—31.3; Commerce—9.7; Education—1.9; Engineering and Technology—5.1; Medicine—4.0; Agriculture—2.9; Veterinary Science—0.4; Law—2.1; Others—0.6.

EXCHANGE FOR BOOK IMPORTS

The Government has allocated an additional amount of Rs. 1.6 crores of free foreign exchange for the import of books during 1965-66. With this addition the total free foreign exchange released for book imports for the year came to Rs. 3 crores, which had been the order during the last few years.

Making this announcement at the Export-Import, Advisory meeting, Mr Manubhai Shah, Commerce Minister, said the talk of "famine of books, was baseless. He said the "famine" was visible only in Delhi, where the distributors of magazines especially, had withdrawn the supply to certain important persons in the Government and public just "to impress them." The buyers in Bombay and other places were receiving their magazines regularly.

He welcomed the suggestion that a combined effort by the printing and publishing industry should be made to increase the export of Indian books. Mr Shah said something like an Indian publications export trust could be started.

Awards

170,000 Scholarships and Fellowships

A total of about 170,000 scholarships and fellowships for university and college study are available during 1966, according to the latest issue of "Study Abroad" published by *UNESCO*.

These scholarships and fellowships, which offer possibilities for study in almost every academic subject in virtually every country of the world. The study states that no less than 290,000 foreign students are enrolled in the world's universities and colleges, and that 2 per cent of the world's students study outside their own countries.

The book gives information on the duration of the award, where it is, its value, and where to apply. Candidates, it says, should usually submit their applications six to twelve months before the beginning of the academic year. For that reason, the latest issue covers the period from 1966 to 1968.

The handbook provides detailed information on aid to students abroad offered by 77 international organisations and about 1,690 donor bodies in 120 States, members of the United Nations or its agencies, or territories administered by those States. It also gives statistical information, and the analysis of trends, on foreign student enrollments and scholarships.

HANDBOOK FOR STUDENTS TO U K

The seventh edition of a booklet to assist overseas students has just been published in Britain by the Central Bureau for Educational Visits Exchange.

The booklet, Young Visitors to Britain, was first published in 1960. It lists hundreds of orgaenisations in Britain which provide educational and social facilities for visitors, and gives details of the study courses available.

OUTLAY ON EDUCATION

The Ministry of Education has in consultation with the Planning Commission, formulated the Fourth Five Year Plan for education with a total outlay of Rs. 1,260 crores—Rs. 380 crores in the Central sector and Rs. 880 crores in the States' sector.

Details of the Plan were given to members of Parliament at a meeting of the Informal Consultative Committee on Education in New Delhi recently.

The distribution of the outlay between the different stages and programmes of educational dedelopment would be: Elementary education—Rs. 398.50 crores; Secondary education Rs. 279.17 crores; University education—Rs. 132.45 crores; Scholarships—Rs. 55 crores; Social education—Rs. 71 crores; Technical education—Rs. 252.70 crores; Cultural programmes—Rs. 16.18 crores and other—Rs. 55 crores.

The Central schemes include special programmes like co-ordination and maintenance of standards of higher education and technical education as well as programmes of national significance, that are designed towards qualitative improvement of education. States' sector includes schemes for quantitative expansion of facilities, training of teachers and technical vocational courses at the secondary stage.

Special emphasis has been laid on the improvement of quality and standards of education during the Fourth Five Year Plan. For this purpose, a high priority has been given to the training of teachers, improvement of teacher training institutes, development of a science education and provision of technical vocational courses of a terminal character at the secondary stage. At the elementary stage the enrolment drive will be intensified to fulfil the constitutional directive and also to bridge the large gap that exists between girls and boys.

NEED FOR TRAINING OF MANAGERS

India will need more than 36,000 managers for her industries and business in the Fourth Plan and there is an urgent need for training these personnel to prevent a fall in efficiency.

These are the remarks made after four years of study by a committee set up by the All-India Board of Technical Studies in Management to assess requirements of managerial personnel for the country's development programme in the private and the public sectors. Dr. A. Ramaswami Mudaliar was Chairman of the eight-member committee.

The comittee estimates that during the Fourth Plan period 12,573 persons would be required for technical management and 23,573 for general and commerical management as against 6,985 and 13,096 respectively in the Third Plan period.

However, the committee says only 30 per cent of the required personnel need to be trained. Though 80 industrial engineers acquire training every year, the intake for a full-time course being only 20, the target for the Fourth Plan should be to train 300 industrial engineers every year. Courses could be organised at the existing Technological Institutes and various engineering colleges.

Bottleneck

In regard to lower cadres of supervisory personnel the committee wants a concerted effort to be made to persuade industrial establishments to undertake the task of training as far as possible.

The committee attributes the bottleneck in the organisation of part-time courses in business and industrial management to the lack of properly qualified teachers for these subjects. It says that All-India Board of Technical Studies in Management should consider a collaborative agreement with the Indian Institutes of Management at Ahmedabad and Calcutta and the National Institute for Training in Industrial Engineering by which training could be imparted at university institutions by their teaching staff.

Book Reviews

The Faith of an Educationist, by K.G. Saiyidain, Asia Publishing House, Bombay, 1965, Rs. 24.00

K.G. Saiyidain is a distinguished educationist. As an educational administrator and thinker, especially as member of important Committees and Commissions appointed from time to time to plan the quantitative and qualitative development of education in India, he has made noteworthy contributions that have won him national and international recognition.

The Faith of an Educationist brings together eighteen of his addresses which present a passionate plea for a deep search into the meaning and purpose of education, for a careful analysis of its social and cultural ramifications, and for its perceptive and thoughtful planning. Though aimed at different audiences—at home and abroad—and given at different times, these addresses do not lack an organic unity; certain concerns are common to them and find articulation in the discussion of widely disparate themes.

Saiyidain is a firm believer in the *humanist* approach. This proceeds from a faith in the intimate worth of the human individual and eschews all narrowness and prejudice. The growing technical oneness of the world, he believes, has to be cemented by bonds of social and moral cohesion. The range and importance of individual differences are not to be denied; in fact they can be rendered meaningful by calculated promotion of a temper of tolerance. Parents and teachers can do so if they are endowed with a capacity for critical thinking as well as love and compassion. Man can conquer barriers that divide him from his fellowmen through an intelligently conceived system of education that fosters social justice.

Starting from a personal statement spelling out this thesis, the author proceeds to examine a series of related problems—the values that matter in life, the conflict between modern knowledge and ancient wisdom, the place of religion, the changing role and status of women, the cultural challenges of the nuclear age, and so forth. The last two addresses on *Education and the Art of Living* admirably sum up his philosophy.

The addresses are easy and pleasant to read. Free from cliches and impractical idealism, they provide stimulating food for thought. This is a book that everyone concerned with problems of education in India should read.

—S.C. Dube

SEARCH FOR SCIENTIFIC TALENT

The science Talent Search Scheme of the National Council of Educational Research and Training has been enlarged to take gifted students right up to the doctorate level. Thus, the students, selected at the end of the higher secondary stage or parallel class will get scholarships and all facilities of a follow-up programme up to the doctorate level.

The object of extending the scheme, which as initiated as a pilot project in 1963, is to enable students of potentiality to work under the guidance of well-known teachers of science. They will be given a satisfactory stipend to pursue a three-year degree course in basic science, and this will be followed by a two-year Master's course and a further period not exceeding three years for a doctorate.

To complete the streamlining of this scheme, the National Council is also considering including scholars, who complete their Ph.D. courses, in the Scientists Pool of the Council of Scientific and Industrial Research. This should effectively tie up the identification of scientific talent at school level with placement of finished scientists within the country's expanding economy.

To nurture scientific talent selected under the Science Talent Scheme, Summer Schools are held every year at appropriate centres of higher learning in India. If the students progress is unsatisfactory at any stage or if he decides to abandon his basic science course, the award will cease.

PERSONAL

Mr. P. B. Gajendragadkar, took over as Vice-Chancellor of Bombay University on the retirement of Dr. R. V. Sathe on March 23, 1966.

Dr. Ralf Barsodi, American Sociologist, is now on a visit to India at the invitation of the Gandhian Institute of Studies, Varanasi.

Dr. Kamil-al-Baqir, Vice-Chancellor of the Islamic University of Omdurman (Sudan) visited Aligarh Muslim University recently.

Porf. M. V. Mathur, has assumed charge as Rajasthan University Vice-Chancellor.

Dr. V. B. Kolte, took over as Vice-Chancellor of Nagpur University from March 10, 1966.

Dr. Kalidass Bhattacharya, has assumed charge as Vice-Chancellor of Viswa Bharati.

Dr. Amrik Singh, Secretary of the Inter-University Board of India and Ceylon, has been nominated as a member of the All-India Council of Sports.

CUT IN GRANT RESTORED

The Punjab Government has restored the cut of Rs. 7 lakhs made in the grants given by it to the Punjab Agricultural University for the fourth quarter ending this March, it is learnt.

Due to the Indo-Pakistan conflict the State Government had imposed a 10 per cent cut on its grants to the university. This cut amounted to Rs. 10 lakhs. But later, the Government had imposed another cut of Rs. 7 lakhs on the plea of introducing economy in the Government expenditure. The University authorities, however, strongly pleaded for the restoration of this additional cut, as according to them, the cut would further deplete the financial position of the University.



Dr. Suman, Chairman of the organising committee welcoming the chief guest, Mr. Dhayan Chand, at the Inter-University Hockey Tournament held recently at Vikram University, Ujjain.

Results of Inter-Varsity Tournaments

The following are the winners and runners up in the tournaments conducted by the Inter-University Sports Board of India in the year 1965-66.

	Winners	Runners up
Athletics (Men)	Punjab	Delhi
Athletics (Women)	Punjabi	Kurukshetra
Basket Ball (W)	Punjab	Calcutta
Chess	Madras	Bombay
Boxing	Punjab	Poona
Gymnastics and	Agra	Vikram
Makhamb	Poona	B.H.U.
Hockey (Women)	Bombay	Jabalpur
Kabaddi	Osmania	Bombay
Kho-Kho (Men)	Baroda	Poona
Shooting	Aligarh	Shivaji
Squach Racket	Delhi	Roorkee
Table-Tennis (Women)	Shivaji	Vikram
Tennis (Women)	Bangalore	Madras
Volley Ball (W)	Punjabi	Jabalpur
Weight Lifting	Poona	Osmania
& Best Physique	Jabalpur	Poona & Jadavpur

ANNUAL SPORTS BOARD MEETING

The twenty-sixth Annual Meeting of the Inter-University Sports Board of India and Ceylon will be held at the S.N.D.T. Women's University, Bombay on May 3 and 4, 1966.

Dr. (Smt.) P. V. Thackersey, Vice-Chancellor of the S.N.D.T. Women's University and President of the Sports Board will preside over the meeting.

SUBSIDISED BOOKS FOR TEACHERS

A scheme, which was described as novel in India to enable university teachers to provide books with a subsidy was recently announced by Dr. N.R. Tawde, Vice-Chancellor of Marathawada University.

According to the scheme a university teacher drawing a salary of Rs. 500/- and below, could purchase annually books worth Rs. 200/- of which Rs. 100/- would be the contribution of the university. For teachers drawing Rs. 500 or more the university contribution would be progressively lower. The University had set apart Rs. 5,000 for this purpose.

NEW RESEARCH CENTRE TO STUDY 'CRUELTY'

A research centre to be established at Sussex University will deal with an unusual subject—cruelty.

At this centre, the findings of psycho-analysts and anthropologists will be co-ordinated in an attempt to find out what makes some people enjoy the spectacle of violent death and why they revel in the sufferings of others.

The centre will also study the processes by which societies come to regard certain categories of human beings as less than human. This study will be made in relation to the treatment of Jews and Slavs under the Nazi regime.

The new department, to be called the Centre for Research in Collective Psycho-pathology, will be directed by Prof. Norman Cohn, the author and cultural historian. It has been sponsored by the Columbia Trust, a charitable organization of which Lord Butler is chairman.

Classified Advertisements

MARATHAWADA UNIVERSITY

Applications are invited for the post of Senior Professional Assistant in the pay scale of Rs. 500-25-800 so as to reach the undersigned on or before April 15, 1966.

Qualifications and Experience

Cadidate for the post should possess at least a Master's Degree in Arts, Commerce or Science *and* a Master's Degree in Library Science or a Degree in Library Science of a Statutory University.

Candidates should have the experience of the post at least for a period of *Five* Years. They must also have a good academic background, must be conversant with recent developments in all branches of knowledge for which a University ordinarily caters and be able to guide advanced students and Research Workers, who may seek their help.

Age

Ordinarily the age of the candidates should be below fortyfive years.

The appointment, in the first instance, will be on probation for a period of *two* years. The selected candidate will be eligible for the Provident Fund benefits, according to the existing rules of the University.

Six copies of the application stating age, nationality and date and place of birth giving full particulars of academic and other qualifications, previous experience, accompanied by certified true copies of the testimonials, should be forwarded to then udersigned within the time limit specified above.

University Campus,
Aurangabad
January 18, 1966. REGISTRAR.

INDEX OF JOBS

Subject	*Post*	*University*
French	Lecturer	Delhi
Geology	,,	Kerala
German	,,	Delhi
Psychology	,,	Kerala
Physical Occanography	,,	,,
Psychology	Reader	Kerala
Radiation Biolgy	,,	,,
Administrative		*University*
Professional Assistant		Marathwada

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the following posts of Lecturers in the grade of Rs. 400-30-640-40-800:—

1. One Lecturer in German.
2. One Lecturer in French.

The Vacancy of Lecturer in French is temporary and is likely to continue till 15-7-1967 for the present.

Dearness, City Compensatory and House Rent Allowances and Provident Fund benefits admissible according to the University rules in force from time to time.

Qualifications :

Good academic record with first or high second class Master's Degree in the subject (German/French) or in English/any Indian Language with a good diploma in German/French. Evidence of published work/advanced studies or experience of teaching degree classes for not less than 2 years.

The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envelop and stamps worth Re. 0.70 paise to cover postage.

Applications on the prescribed form should reach the Registrar, University of Delhi, Delhi-7, not later than the 24th April, 1966.

N.B. Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

REGISTRAR.

Commonwealth Banking Systems

Edited by W. F. CRICK

This book is a successor to *Banking in the British Commonwealth,* edited by Professor R. S. Sayers and published in 1952. The many important developments since that date have necessitated an entirely new book. The contributors of the various chapters have written from first-hand knowledge. *50s*

Modern Capitalism

The Changing Balance of Public and Private Power

ANDREW SHONFIELD

This is a survey of the change which has occurred in the capitalist system in the West since the 1930s. *55s*

'The author's lucid style makes this an interesting and easy book to read. And because of its breadth, he has the opportunity to offer more individual insights than most people would attempt in a whole library.'

Times Review of Industry (London)

OXFORD UNIVERSITY PRESS

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the post of a Lecturer in Psychology in the grade of Rs. 400-30-640-40-800. Dearness, House Rent and City Compensatory Allowances admissible according to the rules in force in the University from time to time. The appointment will be temporary for a period of two years of the present.

Qualifications

Good academic record with first or high second class Master's degree in Psychology. Evidence of published work/advanced studies or experience of teaching degree classes for not less than 2 years.

Specialization in Clinical psychology or Industrial/Social Psychology or Experimental Psychology essential.

The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envolope with stamps worth Re. 0.70 paise to cover postage.

Application (on the prescribed form) should reach the Registrar, University of Delhi, Delhi-7, not later than 9th April, 1966.

Note : Relaxation of any of the quaifications may be made inexception cases. Canvassing in any for by or on behalf of the candidate will disqualify.

OSMANIA UNIVERSITY

Applications, on the prescribed form, together with a Registration Fee of Rs. 5/-, are invited for the post of Reader in Radiation Biology in the University Service, so as to reach the undersigned on or before 25.4.1966.

Qualifications

i. A First or Second Class Master's Degree in Botany or Zoology or a First or Second Class Bachelor's Degree in Veterinary Science from a recognised University.

ii. Doctorate Degree in Animal Genetics/Radiation Biology or approved Research work of equivalent standard.

Note : Preference will be given to those who have experience in Genetics of Micro organisms

ii. Mammalian Genetics

iii. 5 years' teaching experience in a University or a Degree College or 5 years' research and teaching experience.

iv. Capacity for guiding students in research leading to Ph.D. Degree will be an additional qualifications.

Scale of Pay

Rs. 700-40-1,100. A higher start may be given to exceptionally qualified persons.

Age :

Not above 40 years.

Note :

1. Teaching experience and age-restriction may be relaxed in the case of persons with considerable Research experience and Published work of a high standard to their credit.
2. The University reserves the right to reject any application without assigning any reason.
3. Second Class with each Degree denotes that the candidates have secured at least 50% of marks in the aggregate.
4. Persons already in service must submit their applications through their employers.
5. Application Forms, with necessary instructions and full particulars, can be had from the Manager, Department of Publications & University Press, Osmania University, Hyderabad-7 (A.P.), on payment of Rs. 2/- in person or by Money Order or by Postal Order UNCROSSED, together with the Postal charges of Re. 0.20, addressed to the Manager.
6. If the Form is required by Registered Post, an amount of Re. 1/- must be sent.

Sd./- (L. B. DESHPANDE)
Registrar

UNIVERSITY OF KERALA

Applications are invited from qualified candidates for appointment to the undermentioned posts in the University. Those selected for appointment will be on probation for one year in the first instance and will be governed by Section 34 of the Kerala University Act of 1957 and the Statutes thereunder.

1. One Reader in the Department of Politics, Trivandrum.
2. One Reader in the Department of Psychology, Trivandrum.
3. One Lecturer in the Department of Geology, Trivandrum. (The post is temporary).
4. One Lecturer in Physical Oceanography in the Department of Marine Biology and Oceanography, Ernakulam.

The qualifications and the grades of pay prescribed for the posts are as follows :

A. Reader :

Scale of Pay : Rs. 700-40-1,100.

Qualifications :

1. A Masters Degree in the subject with not less than 50% marks at the examination or an equivalent qualification of a foreign University.
2. Either a Research Degree of a Doctorate level or published work of a high standard.
3. About five years experience of teaching at a University or a college and some experience of guiding research.

Desirable :

(a) For Readership in Politics

Experience of teaching and organizing research in the field of political behaviour.

(b) For Readership in Psychology

Master Degree with Experimental Psychology as one of the papers and experience in the field of mental testing and Psychometric work.

Age :

Preferably between 30 and 40 years.

B. Lecturer

Scales of pay :

Rs. 400-30-640-40-800.

Qualifications ;

1. A Masters Degree in the subject (Geology for Lectureship in Geology and Geo-Physics Oceanography for Lectureship in Physical Oceanography) with not less than 50% marks at the Examination or an equivalent qualification of a foreign University. Special value will be attached to research qualifications and experience in teaching and research.

Age :

Preferably between 25 and 35.

All posts carry Dearness allowance.

Copies of the application forms can be had from the University Office on payment of Re. 3/- (Rs. three) in cash at the Office Counter or by crossed postal order or Money Order payable to the Registrar, University of Kerala.

Applications together with a prescribed fee of Rs. 10/- (Rupees ten) in the form of a chalan receipt or crossed postal order should reach the Registrar on or before 18-4-1966.

Applicants should, if required, appear for interview at Trivandrum at their own expense.

Canvassing of any kind will disqualify the candidates.

A.M.N. CHAKIAR
Registrar.

Regd. No. R.N. 7180/63

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They were poor but the husband took delight in feeding people even when the wife had to starve. Unable to put up with it any longer, Laxmi works out a solution. One day the whole village finds the husband chasing his guests with a huge stick in hand! A humorous story humorously illustrated in four colours.
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All titles are published in Hindi also.

CHILDREN'S BOOK TRUST
4 Bahadur Shah Zafar Marg
New Delhi-1

Edited and published by Dr. Amrik Singh on behalf of the Inter-University Board of India & Ceylon, Rouse Avenue, New Delhi, and printed at New India Press, New Delhi-1.

UNIVERSITY NEWS

Vol. IV No. 5 | New Delhi | May, 1966

CONFERENCE ON TAMIL STUDIES

TECHNOLOGICAL 23-5-66. LIBRARY MYSORE

Kaula Lumpur recently played host to a Conference on Tamil Studies which was attended by nearly 200 delegates from more than 20 countries. The Indian Delegation was led by Mr. Bhaktavatsalam, Chief Minister of Madras.

R.S. Trivedi **on Examination Reform**

★

New Projects at Agricultural University

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Plan Targets in Education

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Book Reviews and Readers' Forum

At the 26th International Congress of Orientalists held in Delhi in 1964 a Tamil Research Association was founded. In collaboration with the Department of Indian Studies in the University of Malaya this Association convened a conference at Kaula Lumpur. That it was a striking success is borne out by the range and tone of deliberations at this Conference and the results which are likely to flow from it.

The Conference was inaugurated by Tunku Abdul Rahman, Prime Minister of Malaysia.

The purpose of the Conference was to further research into Tamil Studies, study the common cultural contacts and mutual influences between South and South-East Asia. The whole field of religious, political and linguistic and literary affinities between India and other countries of Asia was also discussed.

Cordial Ties

Speaking at the Conference Shri Bhaktavatsalam, the leader of the Indian Delegation, observed:

"As leader of the delegation from Tamil Nad whose language and culture have been permeating throughout East and West in days of yore I deem it a great privilege to be able to address you on this historic occasion. The historic and close association which my country had with Malaya and other neighbouring countries is borne out even in every ancient Tamil literature. In those early days when the maritime trade of Tamilians extended upto China, Malaysia must have played a very important role as the centre of trade for ships from Tamil Nad going to different places like Philippines, Cambodia and Java and other parts. The world famous temple at Angkorwat bears witness to the architectural grandeur of Tamil Nad.

Right from those days contact and cpmmunications between Malaysia and Tamil Nad were a continuous process. Malaysia is a shining example of a country where a multi-lingual and multi-religious society exists in complete amity and harmony. The people and Government of India are well aware of the extremely cordial relations that happily exist today between India and Malaysia and we are eager to strengthen these bonds".

In the course of his speech, Shri Bahktavatsalam invited the Conference to hold their next meeting in Madras in 1968. The general opinion however was that a gap of at least three years should elapse between one Conference and another.

Some of the major recommendations of this Conference-Seminar are: compilation of a Thesaurus in Tamil, standardisasation of phonetic signs, translation of Tamil writings into English etc. etc.

Most probably scholarships in the field of Tamil Studies will be donated from the surplus funds of the Conference. This has become possible because of the very great interest by Tamilians and others

Single Copy 50 paisa

in the deliberations of the Conference and the liberal donations made by quite a few of them.

Tunku Abdul Rahman said, "Tamil is one language very much in use not only in India but also in other parts of Asia and even Africa. In its literature are many gems of learning and wisdom. Thirukural, for example, a Tamil work of first and second century has been studied and praised all over the world."

Prof. Jean Filliozat of College de France, Paris, said that France took an early interest in Tamil language and it was taught in Paris in the eighth century. There was a great interest in Tamil astrology and astronomy. Mr. F.B.J. Kuiber of Leiden University said that Dutch scholars translated Tamil works in the 17th and 18th centuries.

Among those who spoke at the conference were Dato V. T. Sambanathan, Malaysia's Minister for Communications, Works and Post and the Minister for Education, Khir Johari.

SESSION ON SPACE STRUCTURES

An International conference on three-dimensional structures which is scheduled to be held in London from September 21 to 23.

The conference is receiving support from all European and Asian countries and papers are being contributed by authors in several States. Associated with the conference there will be an extensive exhibition and further details will be given in the programme which will be made available shortly.

Research Laboratory in U.P.

A proposal for the setting up of a regional research laboratory in U.P. has been included in the Fourth Five Year Plan proposals of the Council of Scientific and Agricultural Research. Another proposal to locate a part of the National Biological laboratory for work of animal genetics at Tarikhet or Ranikhet, in Almora district, is under consideration. No final decision has yet been taken on these laboratories.

Nehru Academy of Advanced Studies

The Jawaharlal Nehru Memorial Fund has decided to establish "Nehru Academy" of advanced studies in Delhi and "Jawaharlal Bhawans" in all States for the benefit of children, Dr. Karan Singh, secretary of the fund, said here recently.

He said the Rs. 7-crore academy would be a unique institution engaged in an inter-disciplinary and cross-cultural study of certain problems in which Jawaharlal Nehru had a special interest. It would be a centre engaged in advanced study and research.

A school for behavioral studies would be set up as a first step towards the establishment of the academy. Sociology, Psychology, Anthropology, Political Science, Economics and Mathematics would be taught at the school. Efforts would be made to recruit the best teaching talent in the country. The director of the academy would be an Indian.

Though the academy would be entirely different from Jawaharlal Nehru University and would be run mainly by the trust, it would be linked up with the university so far as the facilities of laboratory, library and other facilities were concerned.

He said the trust would welcome foreign assistance in the shape of equipment for the laboratory, books for library and foreign talent.

The academy would have a residential campus for 1,000 pupils.

He said each State would have one Bal Bhawan by the end of this financial year on the lines of the Bal Bhawan in Delhi. Forty per cent, of the collections of the regional commttees of the memorial fund would be allocated to the States for the purpose.

FARM MANAGEMENT RESEARCH

The Regional Working Party of the Agricultural Organisation Far East, which met in New Delhi recently has suggested setting up of national farm managment committees to promote research and teaching in this vital sphere.

The proposed committee will prepare farm management textbooks and other teaching material for use by agricultural colleges and vocational schools and organise seminars for study of farm management.

The working party has also recommended that member governments allocate more funds to agricultural colleges and universities for conducting farm management research. All agricultural institutions should also have departments in agricultural economics.

Benefit Ratios

The Working Party session was attended by 21 delegates from East Asian countries, United States and representatives of FAO, Ford Foundation, Rockfeller Foundation and Agricultural Development Council

The main topics of discussion related to teaching and research in farm management and the role of farm management in determining cost benefit ratios. The Working Party also discussed a draft of the farm management manual for agricultural workers. The Party also recommend that farm management studies should be undertaken in cooperation with the agro-industries and that a session be devoted to the study of the problems confronting smooth coordination in management.

TOWARDS EXAMINATION REFORM

R. S. Trivedi, Dean, Faculty of Education, Sardar Vallabhbhai Vidyapeeth

Of late the Sardar Vallabhbhai Vidyapeeth has been concentrating on its evaluation scheme. The faculty members of this University have been convinced of the popular adage. "Sheep don't vomit up the grass they've eaten; they digest it inside and produce wool or milk."

The first step in this direction was the organisation of the programmes viz. (1) Summer School of Examination Reform and (ii) Workshop of Paper-Setters at the Preparatory level.

In the first programme most of the senior members of almost all faculties of this university participated. This programme was organised with a view to enabling university teachers to devote their immediate attention to the problem of examinations. A good deal of scientific thinking in this direction was, therefore, needed. The distinguished participants pooled their rich resources and sat down to discuss the (a) desirable competencies at the University level (b) understanding the question-papers in the context of the objectives (c) modifications and changes in the papers already set (d) mechanics of examination.

Action Plan

Keeping in view all these aspects the following action plan was prepared:

1. The desired competences at the University level.

2. A critical analysis of Question Papers.

3. Modifications suggested in the Question Papers.

4. Some problems in the Examination System.

(a) Internal Assessment:

Testing appropriate competences—devices to test these competences and suggestions.

(b) External Assessment:

Instructions to examiners—Marking scripts, Efficacy of evaluation, Avoidance of subjectivity.

(c) Mechanics of Examination system:

Conduct of Examinations—Appointment of Examiners—Minimising unwanted practices—secrecy and confidentiality—Moderation, verification and Tabulation, combining internal and external marks, Declaration of results—Awarding passes and grades-suggestions.

5. (a) Factors contributing to the development of competences in College students.

(b) Instructional Programme at the College level.

Second Step

The second step in the direction of examination reforms was the organisation of the workshop of Paper-Setters at P.U.C. level. This was organised with a view to bringing a change in the initial-preparatory year of the University. The University paper-setters discussed the following points:

1. Coverage of the objectives
2. Coverage of the syllabus
3. Weightage given to questions
4. Practice of giving options and
5. Language of the paper.

The participants of this workshop discussed in detail all the papers set in the previous year for the Preparatory Arts Examination. They also pointed out the following characteristics of a good question paper:

The characteristics of a good question paper were outlined as under :

1. That the question paper should be based on objectives. Each question should be objective-based.

2. That syllabus content should be adequately covered.

3. That the learning experiences of the students be taken into consideration.

4. That larger the number of questions asked, greater the reliability of the examination.

5. That questions demanding mere reproduction of information should not be out of proportion.

6. That the wording of the questions should be clear, precise, simple and unambiguous.

7. That the length of the question paper should be such that it can be attempted by an average student within the prescribed time-limit.

8. That the length of the expected answers should be indicated in the question paper.

9. That the weighted marking should be indicated against each question.

10. That the general options, should be eliminated.

11. That the internal options can only be given between questions of equal difficulty value.

12. That the question paper should contain a few easy questions, a majority of medium difficulty value and a few difficult and challenging.

13. That the question paper should be satisfying psychologically to the student. Whatever he has achieved, he should have an opportunity to show. At least, the paper should not be disturbing and frustrating.

14. That the questions should evoke uniform answers.

What is the impact of these deliberations?

The following important decisions were taken as a result of the deliberation by the university personnel:

A. (i) That the ratio between the external assessment (i.e. University examination) and the internal assessment for the purpose of arriving at the final results of the candidates at the various examinations leading to Bachelor's degrees under all the faculties except the Faculty of Technology including Engineering will be 70:30, and that for the Faculty of Technology including Engineering it will be 50:50. The marks for any one paper/practical in a subject at the University examination will be 100 or 50 as the case may be, which will be reduced to 70% or 50% as the case may be at the time of compilation of results.

(ii) That for the purpose of being eligible for admission to the final University examinations, students under the various faculties will be required to obtain marks as under at the internal tests:

(a) For Examination under the Faculties of Arts, Science and Commerce:

(i) 20% of the total marks in the aggregate of all subjects for Preparatory examinations and (ii) 25% of the total marks in the aggregate of all subjects at all other examinations leading to Bachelor's degrees.

(b) For examinations under the Faculty of Agriculture:

(i) 30% of the total marks in the aggregate of all subjects at Preparatory (Agriculture) examination; and

(ii) 35% of the total marks in the aggregate of all subjects at all other examinations leading to Bachelor's degrees.

(c) For Examinations under the Faculty of Technology including Engineering:

30% of the total marks in the aggregate of all subjects.

(d) For Examinations under the Faculty of Law:

35% of the total marks in the aggregate of all subjects.

(iii) That for the purpose of deciding final University results of various examinations under the different faculties marks obtained by candidates in internal as well as external examinations will be taken together;

(iv) That for the purpose of internal assessment for examinations other than Preparatory science, the Colleges will hold three tests in an academic year while for Preparatory Science Examination, the college will hold a terminal examination;

(v) That for the Faculty of Technology- including Engineering :

(a) the term work will be internally assessed and the performance of the students will be communicated by the Principal to the University alongwith internal assessment for other subjects;

(b) the programme for the test examination will be notified by the college in July every year;

(c) the duration of the test examination in each subject will be of 2 hours;

(d) the answer books duly assessed by the examiners will be given to the students for their perusal during lecture periods which will be returned by the students at the end of the lecture;

(e) each question paper for the test examination will have 20% option;

(f) for passing various examinations in Engineering other than M.E., students will have to obtain 40% marks in each theory paper and 40% marks in each practical in a subject, 50% marks in Term Work in a subject where prescribed. Classes will be awarded on the basis of the following percentages.

(i) II Class: 48% of the total marks or more but less than 60% of the total marks.

(ii) I Class: 60% of the total marks or more but less than 66% of the toal marks.

(iii) I Class with Distinction: 66% of the total marks. (To be awarded at the final degree examination only).

B. The Faculty of Agriculture, is from the year 1965-66, organising its own examination viz., the first year and the second year examinations for B.Sc. (Agri.) and second and third year B.Sc. (D.T.) and B.V.Sc. and A.H.

C. The Faculty of Education has very systematically proceeded in implementing a programme for the new examination. The broad objectives of the Teacher Education, first of all have been laid down and the syllabus-items with their specific objectives have also been prepared. These objectives are first explained to the students and then at the time of paper-setting are circulated to paper-setters along with syllabus and other instructions to them. Besides, the internal assessment scheme of 30% internal marking have been spread over a number of programme items. This has been done with a view to covering all possible professional skills. Skills that cannot be evaluated by one single written examination are covered under different programmes organised all throughout the year. The programme-items to cover the area of skills at the B.Ed. level are:

1. Tutorials
2. Essay-writing
3. Book-reviewing
4. Practice-teaching

5. Preparation of teaching aids and instructional material

6. Preparation of Term paper.

7. Off-Campus programme.

D. The internal assessment of 30% marks has also been accepted for the post-graduate degree examinations. In the Post-graduate examinations under the faculties of Arts, Science, Commerce, and Education, weightage of external and internal assessment will be 70:30. The Faculty of Education have also prepared a scheme for internal marking for its M.Ed. Degree as under:

—Each paper will carry 30 percent of Internal marking.

—These marks are allotted for the following: In each paper (i.e. paper No. I, II, IV & V) the candidate will prepare "term papers" on any topic (selected by him in consultation with the staff) on the basis of 'assignments' and references supplied to them. Each term paper will carry 15 marks.

In paper III, the candidate will conduct a small scale experimental project or Action Research, and he will write the final report. This will carry fifteen marks.

Moreover, there will be three tests. Junior year: Terminal and Annual Test, Senior Year: Terminal test. Marks in each paper will be reduced to fifteen. In this way each paper will carry fifteen marks for term papers and 15 for tests.

On the basis of dissertation, term papers in different subjects Viva-Voce Test (of 100 marks) will be held after the final examination.

The innovations introduced by this University are indeed a venture of faith. Let's wait and watch the results of changes introduced.

FIRST COMPUTER

M.C.Chagla, Union Minister of Education, told Parliament recently that the first Indian computor had been commissioned to work. It had been built as a joint project by the Jadavpur University and the Indian Statistical Institute in the Electronic and Telecommunication Engineering Laboratory of the University.

It can perform 10,000 *additions and subtractions,* 1,500 *multiplications and* 1,200 *divisions per second while handling* 11 *digit numbers. The approximate expenditure involved in its manufacture was Rs.* 4,00,000.

INSTITUTE OF LANGUAGES IN GUJARAT

An institute of languages is planned to be set up in Gujarat shortly. As an immediate measure, the Government proposes to start refresher courses in English from June. The institute will impart teaching in European as well as Asian languages.

The State Government conceived this idea in view of the handicaps faced by students going abroad for higher education.

Institute in Physics

The Summer Institute in Physics sponsored by the University Grants Commission and N.C.E.R.T. in co-operation with United States Agency for International Development for Teachers, for teachers of private and government degree colleges in U.P., will be held at the Banaras Hindu University from June 8, 1966, to July 15, 1966.

Calcutta Scientist's Discovery

Dr. Jiban K. Chakrabarthi, who is conducting research at Brandels University in the USA, on cancer chemotherapeutic substances, has developed a novel class of chemical compounds that demonstrate anti-tumor activity. The compounds—nitrogen mustard derivatives of amine acids and peptides dsigned as biological carriers are under investigation at the Children's Cancer Research Foundation Inc., Euston, Massachussets.

The method of administering these activating agents in their latent form which would be activated at the site of tumors has created a new bio-chemical approach to cancer research and drug design. Dr. Chakrabarthi is colloaborating with Dr. Orre M. Friedman, research professor of Chemistry at Brandels and a special consultant to National Cancer Institute of Health, US Public Health Service.

Low.-Cost Holiday Courses

Hundreds of students from Commonwealth countries, in Britain, will take advantage of low-cost courses and activities arranged by the British Council in London.

In the summer the Council's Overseas Students Centre offers a comprehensive selection of interests, from evening classes in Engilsh literature and language structure to choral music and ballroom dancing.

Week-end courses outside London include a visit to Stratford-upon-Avon, and another to a coal mine in Kent; tours of the English Lakelands, Coventry and the Midlands; and a survey course on town planning and housing.

Farm University to Launch New Projects

Practical training to farmers in advanced methods of agriculture, development of animal science in Punjab, and steps to evercome the kisans' problems with regard to raising special varieties of high-yield crops will get priority in the new projects proposed to be launched by the Punjab Agricultural University during the next financial year.

The budget estimates reveal that Rs. 2.56 crores will be spent on the agricultural side out of Rs. 2.70 crores to be given by the Punjab Government. Rs. 14 lakhs is proposed to be spent on the veterinary side. The State Plan schemes account for an expenditure of about Rs. 1.41 crores, which is 16.5 per cent of the approved outlay of Rs. 850 lakhs for the entire Fourth Plan of the University.

Some of the most ambitious projects to be launched by the University during the next academic year will be the establishment of vocational agricultural schools at a cost of Rs. 11.41 lakhs and Rs. 5.07 lakhs respectively and for providing practical education to the sons of the farmers for which Rs. 1.70 lakhs has been allocated. It has also been proposed to provide specialised training to selected farmers in hilly areas at a cost of Rs. 16,800.

In addition to these projects an Animal Science College will be established at Hissar at a cost of Rs. 7.59 lakhs. When established, this will be the first institution of its kind in India. Besides this the university also proposes to set up an institution of food science and technology at Hissar at a cost of Rs. 1.40 lakhs. The establishment of a college of agriculture for hill ageas at Palampur is also proposed at an estimated cost of Rs. 2.82 lakhs.

According to reliable sources, more extension specialists are proposed to be appointed in Punjab for helping farmers solve their practical problems. Rs. 1.21 lakhs is proposed to be spent on research for the improvement of crops in Lahaul and Spiti.

The budget allocations were made before the partition of the State and it is learnt that in the present context the estimates are likely to be revised.

Seminars

SUMMER INSTITUTE OF ENGLISH

A summer Institute of English for College teachers in Andhra Pradesh and Madras will be held at Osmania University. The training course will be of six weeks' duration beginning on May 16.

Dr. V. A. Shahane, is the Director of the Institute.

The Institute is being sponsored by the British Council and the University Grants Commission.

SCHOLARSHIPS FOR STUDY IN U. S.

More than 50 scholarships for Pre-degree (P.U.C. passed) and high school students are being awarded under the American Field Service International Scholarships Programme, for one year's study in American High Schools.

Those who have passed the Secondary School Certificate Examination, Senior Cambridge or Pre-degree course by June 1966 will be eligible to apply. The birth date of the candidate should fall between April 1, 1948 and April 1, 1950. A good working knowledge of English is essential.

The last date for receiving applications is April 18, 1966. The application forms can be had from the Executive Secretary, AFSIS selections—India, 337, Victoria Gardens Road, Bombay-8, on sending a self-addressed envelope bearing a 10 Paise stamp.

Winter Institutes Suggested

Winter Institutes in the Sciences and other subjects were suggested by Dr. A. Laksmanaswami Mudaliar, Vice-Chancellor of the Madras University, who inaugurated two Summer Institutes for Teachers in Biology and Mathematics recently at the 'Varsity Centenary Buildings' at Madras.

He said he would discuss the possibility of having Winter Institutes with the University Grants Commission and suggested the period December-January for such Institutes.

He pointed out that summer Institutes were more suitable to cold climes. They had welcomed it in Madras because the courses gave an opportunity to help the teachers get up to date with the latest advances in science.

The Summer Institutes have been sponsored by the University Grants Commission and the United States Agency for International Development, and will last for six weeks, ending on June 3.

SEMINAR ON ARABIC

The Department of Arabic, Lucknow University is organising a summer seminar sponsored by University Grants Commission on "Impact of Arabic Language on modern civilization with special reference to India".

The seminar will be inaugurated by Dr. A.V. Rao, Vice-Chancellor, Lucknow University, at 5-30 p.m. on May 17. There will be an opening session at 8-30 a.m. and a closing session at 5-30 p.m. on May 18 wherein reading of papers and group discussions will take place.

Scholars of Arabic from different universities of U.P. are expected to participate in the seminar.

CULTURAL EXCHANGE

U. S. SCIENTISTS IN DELHI

A team of six eminent United States scientists are in Delhi to help in the formulation of an elaborate programme of improvement of scientific, engineering and technical education in the country.

The team is headed by Dr. John Tedd Wilsom of the National Science Foundation. Other members of the delegation are President Johnson's Adviser for Science and Technology, Dr. Donald F. Horning, and the 1958 Nobel Prize winner in Physiclogy and Medicine, Dr. Edward Tatum, who is professor of Microbiology in Rockefeller University; Dr. Arthur S. Ree, head of the NSF Office of the Internationl Scienee Activities; Dr. Kenneth Edwin Clark, Dean of the College of Arts and Sciences, University of Rochester and Dr. Robert Morrision Dean of Biological Sciences, Cornell University.

The Ministry of Education has nominated an Indian team, lcd by the University Grants Commission Chairman, Dr. D.S. Kothari, to discuss with the US delegation projects in science and technology which could be promoted through the cooperation of both the countries. The team includes: Mr.P.N. Kirpal, Union Education Secretary; Dr. Vikram Sarabhai, Physical Research Laboratory, Ahmedabad; Dr. Hussain Zaheer, Director of the Council of Scientific and Industrial Research; Dr. T.R.Seshadri, Professor Emeritus, Delhi University and Dr. S. Dhawan, Director, Indian Institute of Science, Bangalore.

The Ministry of Finance and the Planning Commission will be associated with the preliminary round of talks between the two delegations. A second round of talks is likely in June when special projects will be discussed by the scientists from India and United States.

Soviet Students at Home in India

Five Soveit students, four from Moscow State University and one from Tashkent University left for home after their 7-month stay in this country. The students, two girls and three boys, who arrived in India in September last year under the Indo-Soviet cultural exchange programme studied Hindi and Urdu at the Lucknow University. Talking to newsmen in fluent Hindi and Urdu on the eve of their departure for Moscow, the students said that they felt quite at home in India.

Miss L'Usmanova of Tashkent University said that she belonged to that city where the agreement establishing peace on the Indian sub-continent was signed. She added that one of the roads in Tashkent had been named after Prime Minister Shastri.

Valentin Zegrebelny of the Moscow University said that they had heard a lot about the "Takalluf" (etiquettes) of the Lucknow city. And this they experienced themseives during their stay in the city.

The other students are A. Dmitriev, Miss Natasha Pashkovskaya and A. Bokhonko. They also visited Calcutta, Madras, Trivandrum, Bombay and a number of other cities.

Prof. Satish Chandra Ghosh, Treasurer of the University of Calcutta will be awarded Doctor of Literature (Honoris Causa) according to a proposal adopted by the University Senate.

TRAINING OF AIRCRAFT ENGINEERS

The Soviet Union can send specialists to teach aircraft engineers in India. This was stated by the Minister of Higher Education of the USSR, Mr. Vyacheslav Yelutin, in the course of a meeting with the delegation of the leading Indian specialists who were in Moscow recently. The delegation was led by the Director of Bombay Technological Institute, Prof. S. K. Bose.

The Indian experts who visited Moscow Institute of Power Engineering spoke of their impressions and work. Mr. Yulutin expressed satisfaction with the growth of national technical cadres in India. At the request of the delegation the Minister explained the system of higher technical education in the USSR, particularly correspondence education, He said that a new programme of central television, entirely devoted to education would be started this year. The most important lectures are being tape recorded and mailed to other towns and can be sent to India also, he added.

The delegation will spend one and a half months in the USSR, visiting Leningrad, Kiev and Tbilisi.

UNUSED SCHOLARSHIPS

Surplus cash balances totalling about Rs. 43,000 in respect of 24 scholarship endowments at the Madras University are lying idle.

The cash balance under each endowment as on March 31, 1965, ranges from Rs. 694,96 to Rs. 4,411,74; the probable annual expenditure under each endowment varies from Rs. 45 to Rs. 1,440.

It is stated on behalf of the University, that no competent persons were available to receive these awards.

Campus News

Extended Colleges

The University of Delhi has decided to introduce the system of "extended colleges" in the institutions affiliated to it. This is to cope with the ever increasing rush of admission.

Under the system, the time-table of colleges will be extended to eight hours and periods would be so arranged as to accommodate more students. The capacity of each of the colleges will be increased by about 500 seats. At present most of the colleges accommodate 1,000 students. This system is likely to be introduced from the next academic (1966-67) year.

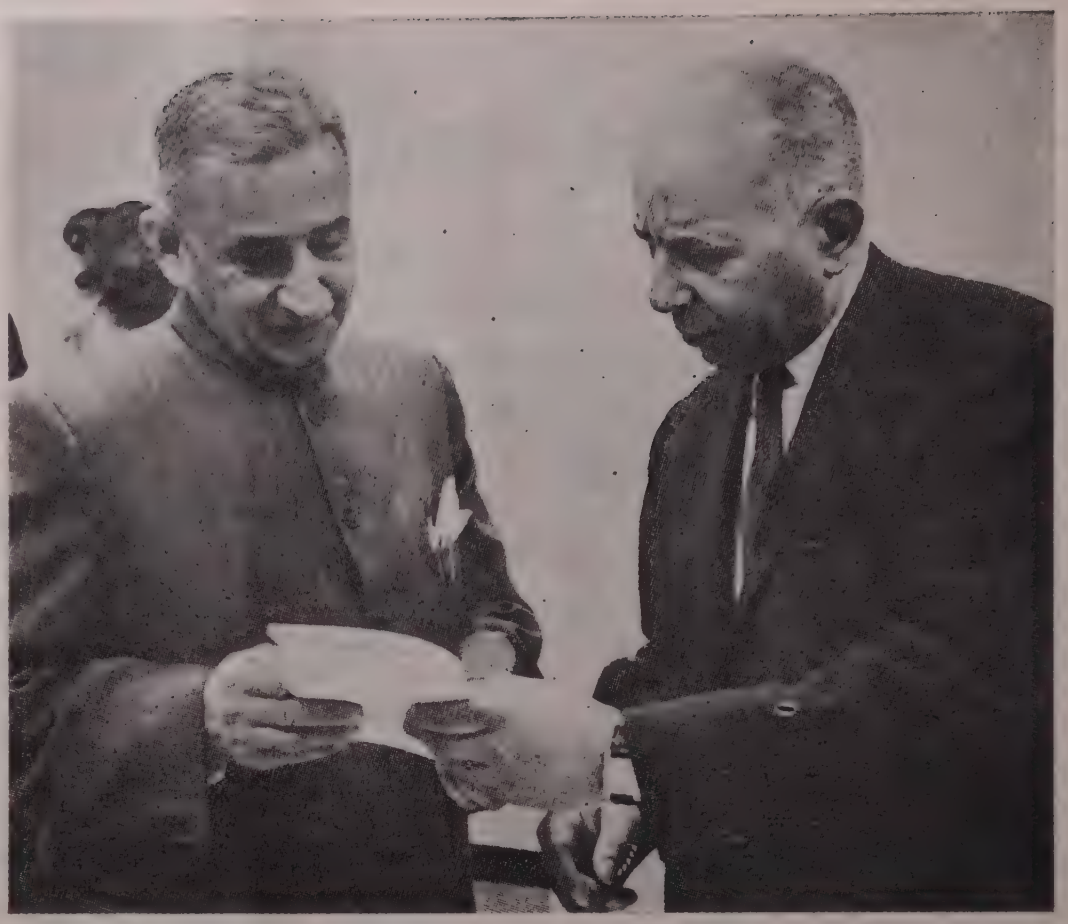
Dearth of Teachers

The scheme is being introduced on an experimental basis. If successful, it would be introduced in other universities also. The need to have extended college system was felt as private trusts were not coming forward to open new colleges. Even the present ones were finding it rather difficult to meet the expenditure of about Rs. 60,000 to Rs. 70,000 an year.

It is hoped, this system would solve the problem of finding qualified teachers as with the additions of only a small number of lecturers the colleges would be able to accommodate nearly 50 per cent more students.

The system would help in the maximum utilisation of the existing facilities and enable the University to save the money being used for construction of buildings and equipping laboratories and libraries.

The scheme was finalised at the instance of the Union Ministry of Education on the condition that the University Grants Commission would give cent per cent grant for the additional expenditure incurred by the colleges introducing the system.



Mr. C.D. Deshmukh, Vice-Chancellor of Delhi University, discussing a document with Mr. Gabriel d' Arboussier, at the third session of the Board of Trustees of the United Nations Institute for Training and Research in New York.

Diploma in TV

P.U.C. students who wish to take up technical studies will have one more choice offered to them—a diploma course in Television. The Madras Government has accorded sanction for opening such a course. The Institute of Film Technology will start purchasing equipment soon and the course is expected to begin from 1967. The advice of foreign experts may be sought to chalk out the syllabus and organisation of the course.

Construction of a shooting floor for TV and cinema has already begun and is expected to be completed in a few months. A re-recording theatre is also to be built.

Besides teaching film technology the Institute produces educational and documentary films for the Government of Madras with the help of its students and staff.

Historic Finds

Terracottas, beads, mortar and stone pestles and floorings of ancient buildings with post-holes, intended for supporting roofs, were reported to have been found, among other materials of historic value, during the excavations since March 2 last in Woriur by a team from the Madras University Ancient History and Archaeological Department.

Pieces of Roman pottery belonging to the second century A.D. besides pieces of indigenous pottery traced to the second or third century B.C. were also said to have been discovered. This is the fifth year in succession that such excavations have been made in the district.

Punjab Agricultural University: A Conducted tour of the Punjab University farms was successfully

completed recently. It was for the farmers in the State who were shown Mexican varieties of wheat and informed of the steps taken to ensure a high yield.

An exhibition on the theme 'Science in Service of Kisan' was held at the university campus in which prizes were awarded for farm produce.

Punjabi University has decided to organise a 15-day workshop during the summer vacation for about 30 Punjabi writers. The project aims at developing the Punjabi language is more in line with the steps taken by the Russian Institutes of Literature and U.S. workshops on English literary studies. The university is inviting well-known Punjabi writers to wonduct the workshop. This workshop will be followed by another one for Punjabi literary critics. The objective will be to give new dimensions to Punjabi literary criticism.

The Punjabi University Library is to be inaugurated shortly by Mr. M.C. Chagla. The library has a collection of nearly 30,000 books. A collection of 10,000 rare Punjabi books was donated to the university recently by the heirs of Bhai Mohan Singh Vaid of Taran Taran.

The Department of Youth Welfare has drawn up a programme for youth leadership camp at Dharmasala in June.

Kerala University : The Union Government has decided to recognise provisionally a pass in the final examination for Diplomas in Civil, Mechanical and Electrical Engineering, held by the State Board of Technical Education, Kerala, in respect of the students trained at Seethi Sahib Memorial Polytechnic, Tirur, for recruitment to services under the Central Government.

Gauhati University has introduced Mizo (Lushai) language, as an optional paper.

Rabindra Bharati University proposes to hold an exhibition of books from May 1 4 to May 21.



The Union Minister of planning, Mr. Asoka Mehta is seen delivering his address at the Fourth Convocation of the All-India Institute of Medical Sciences in New Delhi on April 15, 1966.

Banaras Hindu University college of Medical Sciences proposes to begin regular M.D. courses in all subjects and also Ph.D· course in some selected subjects:

The college will start a centre of Radiation Medicine and all necessary equipment will be supplied by Atomic Energy Establishment, Trombay. This centre will have facilities for treating patients with all types of radiation and there will be facilities for doing research in this field.

A Cobalt Tele-therapy unit secured from Canadian Government under Colombo Plan is to be installed at the centre.

Shivaji University has decided to publish its own journal one for Humanities and the other for the Sciences.

Mr. Neville J. Lincoln of Cornell University, USA, is now at Osmania University to study 'Gondi', a Dravidian tribal language. He plans to teach Indian languages in an American University.

COMMONWEALTH SESSION ON EDUCATION

A Commonwealth Conference on Education and Training of Technicians will be held at Huddersfield, England, from Oct. 16 to 29, 1966 under the auspices of the Commonwealth Education Liaison Committee.

The conference stems from a recommendation of the Commonwealth Education Conference held at Ottawa in 1964, which invited the C.E.L. Committee to consider the planning of a conference of experts from all countries of the Commonwealth, on several different subjects. One of these was the education and training of technicians. At present, the Commonwealth has decided to give highest priority to this subject.

This conference will be the third in a series of specialist conferences all of which have been held as a result of the recommendations of Commonwealth Education Conferences. The first specialist conference followed a recommendation of the Commonwealth Education Conference held at Oxford in 1959; it dealt with the teaching of English as a second language, and was held at Makerere College in Uganda in 1961.

NUMBER OF STUDENTS PER

STATEWISE AND

State	Arts	Science	Commerce	Education	Eng./Tech.
Andhra	18,181	37,003	5,526	1,487	6,169
	474	964	144	39	161
Assam	32,667	9,464	2,367	391	967
	2,500	724	191	30	74
Bihar	61,253	31,670	5,774	1,042	6,632
	1,222	632	115	21	132
Gujarat	30,966	24,289	12,329	1,148	6,019
	1,371	1,076	546	51	267
Jammu & Kashmir	5,176	5,237	253	420	971
	1,388	1,404	63	113	260
Kerala	28,632	40,978	3,590	2,450	4,008
	1,559	2,232	196	133	218
Madhya Pradesh	36,696	23,225	10,883	2,326	6,062
	1,044	661	308	66	172
Madras	23,002	41,673	5,697	1,828	6,580
	645	1,170	160	51	185
Maharashtra	59,363	51,682	29,519	3,725	5,781
	1,379	1,200	685	87	134
Mysore	16,703	29,855	6,058	1,371	8,340
	656	1,172	2,506	54	327
Orissa	11,826	8,625	786	611	1,856
	626	457	42	32	98
Punjab	39,900	17,749	1,581	4,069	7,884
	1,775	790	70	181	351
Rajasthan	16,614	9,898	6,656	1,425	1,434
	749	446	300	64	65
U. P.	51,335	1,01,219	24,332	4,710	7,560
	1,906	1,275	307	59	95
W. Bengal	88,309	42,906	30,017	2,284	6,843
	2,312	1,123	780	60	179
Delhi	20,563	3,229	2,489	241	1,008
	6,555	1,029	793	77	321
Total	6,41,186	4,78,702	1,47,789	29,528	78,114
	1,348	1,007	311	62	164

Note: *The first row against each State gives the enrolment actual. Second row gives the Members of students per million facultywise.*

MILLION OF POPULATION

FACULTYWISE

Med.	Agr.	Vet. Sc.	Law	others	Total	Pst. population 1964-65 in (00's)
6,915	1,181	626	1,291	312	78,691	3,$3,589
180	31	16	34	8		
1,177	391	246	527	—	48,197	1,30,690
90	30	19	40	—	3,688	
2,941	1,089	650	2,846	6	1,13,903	5,01,250
58	22	13	57		2,272	
3,686	1,241	100	3,319	690	83,787	2,25,794
163	55	4	147	31	3,711	
650	334	—	—	—	13,023	37,290
174	90	—	—	—	3,492	
2,734	284	252	524	—	83,452	1,83,622
149	15	14	29	—	4,545	
94,202	1,856	492	3,152	420	89,264	3,51,495
120	53	14	90	12	2,540	
6,013	998	705	1,161	631	88,278	3,56,295
169	28	20	32	18	2,478	
6,844	3,909	361	5,050	100	1,66,334	4,30,639
159	91	8	117	2	3,862	
6,040	967	437	1‘ 905	—	71,676	2,54,686
237	38	17	75	—	2,814	
1,841	970	259	428	—	27,202	1,88,826
98	51	14	23	—	1,441	
4,832	2,023	386	983	423	79,830	2,24,775
215	90	17	44	19	3,552	
1,911	1,372	180	1,101	—	40,591	2,21,745
86	62	8	50	—	1,830	
5,596	27,079	864	5,230	6,247	3,34,122	7,93,885
71	340	11	66	79	4,209	
4,199	594	153	3,778	363	1,79,446	3,81,983
110	16	4	99	9	4,698	
2,161	—	—	705	35	30,431	31,372
689	—	—	225	11	9,700	
61,742	44,228	5,711	32,000	9,227	15,28,227	47,55,260
130	93	12	67	20	3,214	

HIGHER EDUCATION IN PARLIAMENT

Deficiency in English

"It has been pointed out to the Government of India by our Embassy in the USA that some of our students going to the USA are beginning to face the desadvantage of not being able to follow their courses because of an inadequate knowledge of English. The Universities in the USA often insist on giving the students whose English is weak, a course sometimes lasting several months in the English language before they are allowed to join their regular course. This difficulty is felt particularly with students coming from Gujarat.

"The Union Government has drawn the attention of the Government of Gujarat to this fact. The Union Government is considering the possibility of starting a special orientation course for students going to the USA."

Hydrological Decade

"India is participating in the International Hydrological Decade programme. The overall objective of the programme is to accelerate the study of water resources and the region of waters with a view to their rational management in the interest of mankind, to make known the need for hydrological research and education in all countries and to improve their ability to evaluate their resources and use them to the best advantage. Various participating countries will collect basic data relating to water in all parts of the world such as rainfall, evaporation, river-flow, underground water, floods, droughts, effect of man's intervention on water regimes etc. The UNESCO has set up a co-ordinating Council whose main function is to coordinate the various research activities in scientific hydrology in the participating countries. A national committee has been set up composed of hydrological experts to draw up an Indian programme vis-a-vis the International Hydrological programme. The data collected by various participating countries will be exchanged with the object of securing efficient and optimum utilization of water for the benefit of mankind."

German Scholarships

"Under the scheme of scholarships offered by the Federal Republic of Germany, polytechnic instructors were sent to the Federal Republic of Germany for post-graduate training during 1963 and 1964. The course was for two years practical training in Civil, Electrical and Mechanical Engineering and Printing and Graphic Arts preceeded by 4 months' German language course. The scheme covered passage cost both ways and included adequate maintenance allowance and payment for books, instruments and insurance against accident and sickness while in Germany."

Agreement with Yugoslavia

"An agreement for scientific cooperation between the Council of Scientific and Industrial Research, India and the Federal Council for the Coordination of Scientific Activities of Yugoslavia was signed on March 1, 1966.

"The agreement envisages exchange of senior and junior scientists and exchange of information and experience between the two countries. The actual content, forms and ways of realisation of scientific cooperation including financial obligations of either party will be settled by means of biennial programmes."

Self-Reliance in Technology

"With a view to self-reliance in technology, a get-together of Research and Industry consistng of scientists from research and technological institutions, technical personnel from industry and Government departments concerned with industrial development and other user organisations was convened by the council of Scientific and Industrial Research on December 20 and December 21, 1965 at New Delhi. The recommendations made by the 15 Working groups of the conference deal with specialised subjects. The recommendations deal with research and development policies as also with areas of economic and industrial importance identified in the form of national research projects. These have been sent to different ministries and organisations.

"Efforts are being made to develop Indian know-how, consultancy and design and engineering services in various fields. A committee has been recently appointed under the Chairmanship of Dr. A. Ramaswami Mudaliar to :—

(a) examine the extent to which at the present stage of our economic development and import of technical know-how from abroad can be dispensed with;

(b) examine the general conditions subject to which indegenous know-how can be deemed to be capable of commercial exploitation; and

(c) suggest general guide lines regarding the type of cases in which foreign collaboration may be allowed.

Substitute Coke

"The Central Fuel Research Institute, Jealgora, has developed a process for making a substitute metallurgical coke from non-cooking coal incorporating at the same time some of the raw materials for iron making."

News from Abroad

COMEX TEAM TO VISIT INDIA

Consultations between the organising committee of the COMEX and the Union Government have reached the decision that the Commonwealth Students Expedition (COMEX) converging on India will take place next year.

The committee chairman, Col. Lionel Gregory, who conceived the idea jointly with the late Prime Minister Nehru, is studying ways to relieve India of some of the burdens of acting as the host country.

He said, "We are very concerned in COMEX that these are difficult times for India and it would be wrong to inconvenience or embarrass that country. For this reason. we are proposing that foreign exchange be placed at the disposal of the Indian organisers to relieve the burden. We are now investigating ways of making the currency available.

"I would like to establish a central financial pool to support the COMEX, which would not give asssitance to India with the stigma of charity but be a pouring back into the Commonwealth of wealth from whence it came."

The total cost of next year's students' expedition to India is estimated at £100,000. Parties would travel from five different geographical zones covering all Commonwealth countries, arriving in different parts of India, visit universities and then converge on Simla for a programme of cultural exchanges and discussions on establishing a permanent Commonwealth centre there.

Simla is considered a good halfway stage on the international highway linking Europe with Singapore. This year small satellite COMEX parties from Britain will visit each zone to discuss next year's final arrangements.

SOPHISTICATED COMPUTERS

Six British universities and a college of advanced technology have placed orders for new computer equipment which will substantially increase the power of their KDF 9 computers and give them outsize memories.

The equipment, worth £1,200,000 (Rs. 1.6 crores), will go to the Universities of Birmingham, Glasgow, Leeds, Liverpool, Nottingham and Oxford and to the Royal College of Advanced Technology, Salford (the proposed University of Salford).

Programmes written by English Electric- Leo-Marconi for the Atomic Energy Authority will now also be freely available to the universities.

Each university computer will have a random access discfile which can hold more than 30,000,000 characters. It can be used as an outsize memory for enormous quantities of information, or as a record store for thousands of programme instructions.

TV Films to Explain English Usage

A series of television programmes for India demonstrating and explaining the use of English words encountered in scientific and technological industries is being made by the British Broadcasting Corporation. A pilot film for the 13-programme series has already been shown in Cairo and the Sudan.

The films, of 15 minutes duration, are designed to give students, who have already a basic knowledge of English and science, an insight into the use of English in such subjects as bridge building, locust control and steelmaking.

Although India and Pakistan are the main targets for the series, it is expected to receive a worldwide showing. It has already been shown on the German television.

PERSONAL

Prime Minister Mrs. Indira Gandhi has been elected Chancellor of the Viswabharti. Mrs. Gandhi will hold office for three years.

Shri Surya Bahadur Thapa, Chairman of the Council of Ministers of Nepal was conferred D.Litt. (Honoris Causa) at a special convocation of the Kurukshetra University recently.

Dr. Karan Singh, Governor of Jammu and Kashmir, has been elected Chancellor of Banaras Hindu University for a period of three years.

Dr. D. S. Reddy, Vice-Chancellor, Osmania University, attended a meeting of the Council of the Association of Commonwealth Universities at Lagos, Nigeria, recently, on behalf of the Inter-University Board of India and Ceylon.

Mr. J. C. Mathur has been elected Vice-Chairman of the Centre for the Study of Developing Socieites, Delhi, in place of Dr. V.K.N. Menon.

Dr. G. Rangaswami, Dean of the Bangalore Agricultural University, assumed charge as Vice-Chancellor on March 7.

D. Clovis Maksoud, Chief representative of the League of Arab States in India, inaugurated a seminar in Indo-Arab ties at Aligarh Muslim University recently.

Mr. P. N. Thapar, Vice-Chancellor of the Punjab Agricultural University, left for Tokyo for a tour of Japan and Phillipines and other East Asian countries.

Mr. G. C. Clark, IAO Regional Agricultural Extension office, visited Punjab Agricultural University recently to study extension education activities in the university.

Dr. F. Kollmann, Director of the Wood Research Institution at Munich, recently completed a five-week assignment advising the plywood research laboratories in this country in their research projects.

PLAN TARGETS IN EDUCATION

Education is one of the few sectors where the Third Plan targets have not only been physically attained but exceeded considerably, according to the annual report of the Union Ministry of Education for the year 1965-66.

The total outlay for education in the Fourth Plan has been tentatively fixed by the National Development Council at Rs. 1,260 crores which has further been distributed among the various stages of education as follows: Elementary Education—Rs. 398.50 crores, Secondary Education—Rs. 279.17 crores, University Education—Rs. 132.45 crores, Scholarships—Rs. 55.00 crores, Social Education Rs. 71.00 crores, Technical Education—Rs. 252.70 crores, Cultural Programmes—Rs. 16.18 crores and other Rs. 55.00 crores.

In the Fourth Plan, provision has been made for an additional enrolment of 1,90,00,000 children in the age group 6-11 and 80 lakhs in the age group 11-14. This will bring the percentage of school-going children in the two age groups to 93.1 and 47.4 respectively. Special measures are being taken to enrol more girls and it is expected that the percentage of their enrolment to their population in the age group 6-11 will be 81.5 by 1971. In the age group 11-14, the corresponding percentage will rise to 29.6.

In accordance with the general economy measures, the grant for the Secretariat of the Ministry has been reduced. The revised estimates for 1965-66 are Rs. 83,71,000 against the original budget of Rs. 91,26,000. The budget estimates for 1966-67 have been reduced to Rs. 82,74,000.

For the Ministry as a whole, against the total sanctioned grant of Rs. 123.87 crores for 1965-66 both under Plan and non-Plan, the revised estimates have been fixed at Rs. 127.91 crores.

18 Engineering Colleges

Eighteen engineering colleges, seven polytechnics and 17 junior technical schools were started in 1965-66, thus bringing the total number of these institutions to 133, 274 and 103 respectively. The State Plans also provide for establishment of 24 polytechnics for women, out of which 17 have already started functioning. Besides, 1,551 students were admitted to the five institutes of technology in the first year class of the degree courses in engineering and technology during 1965-66. The total student enrolment at these institutes stood at 7,984.

The programme of training of teachers for engineering colleges initiated in 1959 was continued during 1965-66 with additional provision made for training centres. During the year under report 52 candidates completed their training and were assigned to different engineering colleges for regular appointment. The total number of teahcers so far trained under this programme is 306.

Physical Education

During 1966-67, the implementation of the National Fitness Corps Programme, an integrated programme of physical education evolved in accordance with the recommendations of the Kunzru Committee, received special attention. The programme consists of a basic compulsory curriculum including a minimum of physical and cultural activities.

It has been decided that the National Discipline Scheme instructors, hitherto employees of the Central Government, will be transferred to the States for the implementation of the NFC programme. Re-orientation of in-service teachers to the new programme is essential and to that end over 15,000 physical education teachers/NDS instructors have already been put through a re-orientation course. The re-orientation training programme is to be continued during the Fourth Plan period also.

PART-TIME JOBS FOR HOUSE WIVES

The Education Commission is likely to recommend a system of training to encourage educated housewives to take up gainful part-time employment. The Commission is of the view that this is necessary to prevent "waste" of highly qualified women who confine their activities to their homes after marriage.

According to an estimate of the Commission, there are more than a million highly qualified women below the age of 24. The majority of them are married and if a suitable schemes of training and employment is evolved they can be given part-time employment in education, health, social welfare, rural industry, light engineering, handicrafts and in several other fields.

The Commission points out that according to the 1961 census there are about 1.27 million women with matriculation or higher qualifications. Of these only 253,000 are employed. About 185,000 women are pursuing higher education and 771,000 are housewives. Unmarried unemployed women number 61,000.

Modern Languages

The Fourth Five Year Plan envisages an outlay of Rs. 12 crores in the central sector for various schemes relating to development of Hindi, Sanskrit and modern Indian Languages.

For propagation and development of Hindi, the Government gives financial assitance to voluntary Hindi organisations for running of Hindi teaching classes in non-Hindi speaking States, training and appointment of Hindi Pracharaks, setting up of Hindi libraries and reading rooms, etc. The quantum of grants admissible under the scheme is 75 per cent of the expenditure on approved activities. Against a budget provision of Rs. 15 lakhs for 1965-66 grants totalling Rs. 11 lakhs have been sanctioned to voluntary organisations mainly in non-Hindi States,

Book Reviews

The Study of History and College History Teaching, Edited by John C.B. Webster. Published by Punjabi University, Patiala, 1966. pp. 92, Price Rs. 2.00.

This is the Report of a Seminar on the Study of History and College History Teaching which was sponsored last year by Punjabi University, Patiala, in collaboration with Baring Union Christian College, Batala, and financed by the University Grants Commission. According to the author, the purpose of this Seminar was —"to improve the standards of college history teaching both by providing selected teachers with some training in the use of modern historical methodology and by encouraging them to relate their new understanding of the subject derived from that experience to the concrete problems involved in teaching degree college students in such a way that specific ways and means of improving the teaching process can be seen, evaluated and adopted."

To what extent this purpose was fulfilled can be seen from the Proceedings of the Seminar. The Proceedings are divided into four parts. Part I deals with the Study of History. There are sections dealing with the concepts and interpretation of history subdivided into sections on Ancient Indian History, Medieval Indian History, Modern Indian History and Modern European History. This section also carried reports on group discussions on these topics. What is a historical fact? Is History a Science? Deterministic Theories of History etc.

The second part deals with the College History Teaching and discusses such problems as Our Objectives as History Teachers. The Students Lack of Interest in History, the Effect of a Lengthy syllabus for History Teaching etc., etc.

In Part III recommendations are made about Aims and Objectives. Teaching Methods, Textbooks, Examinations etc. And in Part IV an evaluation of the Seminar is given both by the participants as a whole and by those who conducted the Seminar.

There are a number of useful appendices also which give us detailed information about the list of participants, papers written by the participants and such other relevant details.

All this information about the proceedings has been given in the paragraphs above so as to suggest to our readers, that this is an important book and calls for detailed attention by them. The Seminar was uncommon in so far as an earnest attempt was made to grapple with issues that face teachers of history at the college level. In Seminars of this kind, there are lectures delivered and there is seldom a follow-up discussion. It is to be commended therefore that in this report, which runs to 92 pages, detailed and adequate answers are given to the problems posed and the whole thing has been done with scholarly thoroughness.

That this Report is of interest not only to teachers of history but also to others is best expressed in the following words taken from the Preface:—

"It has been written with three groups of people in mind. The first consists of those educationists or educational bodies who want to know something about degre college teachers, what their pc tentialities are, what their cond. tions of work actually are, anc what they feel can be done tc improve them. The second includes those people who are interested in holding seminars similar to this one, either for history teachers or for teachers of other subjects. Hopefully they will find the general approach and particular methods we used (as well as our own evaluations of them) relevant and useful. The third is composed of history teachers who may find in the report some valuable material both for their own study of history and for their teaching work."

It would be an advantage to have similar reports of Seminars organised elsewhere also. Perhaps the UGC who financed the Seminar can hold up this Report as a model to others.

—Amrik Singh

INSTITUTE OF ASTRONOMICAL STUDIES

An Institute of Astronomical Studies is to be set up at Ahmedabad shortly. Model and design of the proposed institute is being prepared and a plot of 3,000 square yards has already been given by the Ahmedabad Municipal Corporation for the purpose.

Sponsors of the project are reported to be in touch with the United States, Soviet Union and Japan to secure the necessary equipment for the institute.

The proposed institute is expected to impart courses in astronomical science.

READERS' FORUM

As an Indian resident in Africa I should like to know if any of the Indian Universities study the problems of Africa also.

—Vikram Singh, Kenya

The University of Delhi has a Department of African Studies and offers a postgraduate degree course in African Studies.

The Aligarh Muslim University has a special postgraduate level course in African Government and Politics in their Department of Political Science

The Indian School of International Studies has a Department of West Asian and Arab-African Studies and a teaching and research programme on Africa-North of Sahara.

In which University in India can I obtain a degree in Nursing?

—Miss Mary Koshy, Jabalpur

The Universities of Calcutt, Delhi, Madras, Osmania, Poona, Rajasthan and the Shreemati Nathibhai Damodar Thackersey Women's University offer a B.Sc. Course in Nursing. The University of Delhi also offers a Master's degree in Nursing.

Where can I study for a degree in Gyanaecology and Obstetrics?

—C.K. Nair, Trivandurm

The All-India Institute of Medical Sciences, New Delhi, and the University of Rajasthan offer facilities for obtaining a Master's degree in Gynaecology and Obstetrics.

What is meant in India by a "degree College"? Are there "non-degree colleges" also?

—G.K. Henderson, Massachusetts

A "degree college" in India is the name given to an institution which teaches courses upto the "first degree" or Bachelor's level. No college in India is designed as a "non-degree college" but until recently we had what were known as "Intermediate Colleges" which were teaching upto the Intermediate level only. However, Intermediate Colleges have now vitally disappeared excepting in the State of Uttar Pradesh and in the city of Bombay.

Can you please tell me the approximate amount of money I would have to spend in India while pursuing courses for the B.A. degree in an Indian University?

—Salauddin, Kabul

The fees charged vary from institution to institution. Again, the cost of living in a city like Bombay or Delhi would be much higher than in a quiet place like Ujjain. But roughly it is estimated that a student would have to spend Rs. 3,500 to 4,000 per annum which would include fees, lodging and boarding in a hostel, cost of books and clothing.

I have done the Rural Services Diploma Course and wish to study for M.A. Has any university in India recognised this diploma for admission to the M.A. Classes?

—S.N. Kundu, Raipur

The Universities of Agra, Aligarh, Banarash, Baroda, Delhi, Gujarat and Punjab are some of the universities that have recognised the three-year Rural Services Wiploma Course a: equiva'ent to the B.A. degree of their university.

Awards

FOUR FELLOWSHIPS

India and Czechoslovakia signed an agreement for scientific collaboration in Delhi recently.

The two-year pact provides for exchange of scientists, scientific experience and of information on the organisation of scientific research. It also envisages co-operation among libraries. information centres and other scientific Institutions in the exchange of text-books, periodicals and bibliographies.

Under the exchange plan the two countries will place at each other's disposal, four fellowships annually for a period ranging from six months to two years.

CHURCHILL FELLOWSHIP

One of the 66 candidates who have been awarded the first Churchill travelling fellowships is to visit India later this year to study the "political and administrative problems of the day".

He is Mr. W.E. Hall, assistant editor of the *Birmingham Post*, who during his four-month tour starting some time in the autumn hopes to visit all the major Indian cities. He said he would write in his paper about his experiences in India.

The 66 people—13 women and 53 men—chosen for the fellowships are being financed by the Winston Churchill Memorial Trust, set up by public appeal which raised £3,000,000 (Rs. 4 crores).



N.C.C. cadets of the Girls Co., of Jadavpur University at rifle training.

SPORTS

Varsities Team for National Hockey

The Inter-University Sports Board will enter a combined Indian Universities team for the National Hockey Championship due to be held at Jaipur early next year.

The Board is already affiliated to the Indian Hockey Federation and is hopeful of participating in the National. The IUSB is now seeking affiliation to almost all national sports bodies. It is affiliated to hockey, cricket, lawn tennis and athletics bodies.

The main purpose of seeking affiliation was to enable the Board's teams to participate in a number of national tournaments. The participation in the national tournaments could give the student-sportsmen tremendous encouragement.

Dr. Amrik Singh, Secretary of the ISUB feels that inspite of having more than 60 universities and about 2,400 colleges as its units, the IUSB was not receiving as much of attention as it should from various sports bodies.

Only recently, the AICS, however, agreed to IUSB's proposal to have, for the first time, coaching Camps for university hockey players and atheletes at the National Institute of Sports, Patiala.

Of 35 hockey players invited, 22 will be selected for the hockey camp, due to begin at Patiala from May 16. On completion of the camp some of them will be selected to accompany the Combined University-Services team to Nepal where it will take part in a festival to celebrate King Mahendra's birthday on June 11.

The University team will take part in the Nehru Hockey Tournament in Delhi in October before going to Jaipur for the National championship.

The athletic camp will be held from June 8. Those who were placed first and second in the last inter-university meet and are still students will be invited for the camp.

Tokyo Meet

India will participate in the international sports meet for universities at Tokyo next year. It will be the first time that India will participate in the Universitiad which is held every four years.

The Inter-University Board of India and Ceylon is not a member of the Federation Internationale du Sports Universitaire which conducts the Universitiad. But a non-member can participate with an increased entry fee.

NATIONAL BOOK FAIR

A national book fair is proposed to be held by the National Book Trust, India, in Bombay this Winter. The fair will exhibit outstanding publications in English, Hindi and other Indian languages brought out in 1964-66.

It will also provide an opportunity to publishers and booksellers to expose and market their publications directly to the visitors by allotting them stalls in the fair. The National Book Trust proposes to give awards to the best entries received for the fair.

During the fair, a conference of Publishers and Booksellers will also be hold to discuss problems connected with the book trade.

The book fair is being organised with the assistance of various publishers and booksellers associations of India, Government of Maharashtra, the Union Ministry of Education and UNESCO, which has offered a grant of Rs. 28,500,00 for the purpose.

The fair is being held in pursuance of the National Book Trust objective topopularise books and to make people book-minded. The Trust has been organising book exhibitions from time to time. An exhibition of books in all Indian languages was held at Delhi in 1964.

Development of Hindi

Mr M.C. Chagla, Union Minister of Education, said in New Delhi recently that we must propagate Hindi both in Hindi-speaking and non-Hindi-speaking parts of the country because we are duty bound to give it the status of our national languge. But any effort to propagate Hindi would not be made at the cost of other Indian languages. He said: "My own view is that strengthening of other Indian languages will ultimately strengthen Hindi itself."

Classified Advertisements

ALIGARH MUSLIM UNIVERSITY

Applications are invited on the prescribed form for the following posts. Candidates must possess Basic University qualifications entered in 1st Schedule to Indian Medical Council Act, 1956, except for non-clinical departments of Anatomy, Physiology, Bio-Chemistry, Pharmacology and Micro-biology where non-medical teachers to the extent of 30% may be appointed except Head of Department who must hold recognised Medical qualifications. They must be registered under State/Central Medical Registration Act and non-medical persons must be recognised as teachers on separate lists with Medical Council of India:—

SCALE OF PAY

1. Professor—Rs. 1000-50-1500 plus Rs. 300/- NPA.
2. Reader—Rs. 700-40-1100 plus NPA Rs. 200/- and D.A.
3. Lecturer—Rs.400-30-640-40-800 plus NPA Rs. 150/-and D.A.
4. Demonstrator & Registrar—Rs. 300-25-350 plus Rs. NPA Rs. 150/— and D.A. (For three years)

NOTE Experience refers to experience in Medical College or teaching institution in the subject concerned.

1. **Professor in General Surgery**:—Qualifications: Must possess M.S., F.R.C.S., F.R.F.P.S. (S) Glassgow, speciality Board of Surgery (USA) or equivalent qualification in the subject.

   Experience : Must have worked as Reader, Asstt., Professor in Surgery for 5 years after requisite post-graduate qualification.

2. **Professor in General Medicines**:—Qualifications: Must possess M.D., M.R.C.P., F.R.C.P., F.R.F.P.S. (P) Glassgow, speciality Board of Internal Medicine (USA) or equivalent qualification in the subject.
   Experience : As Reader, Astt. Professor in Medicine for 5 years after requisite post-graduate qualification.

3. **Professor in Paediatrics**:—Qualification: M.D. (Paediatrics), Speciality Board of Paediatrics (USA), mid. M.R.C.P./F.R.C.P.(Glassgow) (with Paediatrics as special subject or with D.C.H.) or equivalent qualification.
   Experience: As Reader, Asstt. Professor in Paediatrics for five years after requisite post-graduate qualification.

4. **Professor in Obstetrics & Gynaecology**:—Qualification: Must possess M.D. (Obst. & Gynac.), M.S., (Obst. & Gynac.)., M.O.M.R.C.G. Speciality Board of Dbstetrics & Gynaecology (USA), F. R. C. S./ F.R.F.P.S. (Glassgow), M.R.C.P. (with Obstc. & Gyna. as special subject) or equivalent qualification.
   Experience: As Reader, msstt. Professor in Midwifery & Gynaecology for 5 years after requisite post-graduate qualification.

5. **Professor in Ophthalmology**:—Qualification: M.B.B.S., M.S. (Ophth.) or F.R.C.S. (Ophth.) with D.O. or D.O.M.S. 5 years experience of teaching/research to post-graduate classes. Preference to good experience in experimental Research.

6. **Professor in Radiology**:—Qualification: M.D./M.S. (Radiology) or Diploma or 2 years' training. Speciality BoardofRad iology(USA) M.D./F.R.C.P./M.R.C.P./F.R.F.P.S. (P) Glassgow or M.S./F.R.C.S., F.R.F.P.S. (S) Glassgow with D.M. R.D./D.M.R., D.M.R.E. or F.F.R., M.R.C.P. (with Radio-Diogonosis/ Theraphy) as special subject or equivalent.
   Experience: As Reader, Asstt. Professor in Radiology for 5 years after post-graduation.

7. **Professor inAnaesthesia**:—Qualifications: M.D./M.S. (Anaesthesia), F.F.A.R., C.S. speciality Board of Anaesthesia (USA), M.D./F.R.C.P. M.R. C.P./F.R.F.P.S. (P) Glassgow, or M.S./F.R.C.S., F.R.F.P.S. (S) (Glassgow) with D.A.M.R.C. with Anaesthesia special subject/equivalent.
   Experience: As Reader, Asstt Professor in Anaesthesia for 5 years after post-graduation.

8. **Reader in E.N.T.**:—Qualification: M.S. (E.N.T.) Speciality Board of Oto-Thino-Laryngology (USA), F.R.C.S./M.S./F.R.F.P.S. (S) Glassgow with D.L.O. or equivalent.
   3 years experience as Lecturer/ Registrar or equivalent.

9. **Reader in Microbiology**:—Qualifications: M.D. (Path.), M.D. (Bact.), M.S. or M.S. (Microbiology) or Ph·D, D.Sc., D.Phil. (Path./Bact.), SpecialityBoard of Pathology(USA), M.D. (Med.) M.R.C.P. or F.R.C.P. with D.B., D.C.P. or D. (Path.), M.R.C.P. (with Bact./Pathology as special subject or equivalent qualification.
   Experience: As Demonstrator in Pathology, Microbiology or Registrar/Tutor or an equivalent post in Medicine or Surgery for atleast 3 years.

10. **Reader in General Surgery**:—Qualifications: M.S., F.R.C.S., F.R.F.P.S. (S) Glassgow, speciality Board of Surgery (USA) or equivalent qualification in the subject.
    Experience: As Registrar or an equivalent post in Surgery or Allied Clinical departments for atleast 3 years.
    Desirable: Special interest, training and experience in Genito-Urinary Surgery (Urology).

11. **Reader in Dentistry**:—Qualifications: B.D.S., or M.D.S Preferably M.B. B.S. and 3 years experience as Registrar/equivalent.

12. **Reader in Haematology (Blood Bank)** Qualifications: M.D., M.Sc., Ph.D., D.Sc., D. Phil. (Path.) Speciality Board of Pathology (USA) M.D. (Medicine) M.R.C.P. or F.R.C.P. with D.C.P./D.Path., M.R.C.P. (with Pathology, special subject or equivalent).
    Experience: As lecturer preferably in Haematology and Blood Bank for 3 years.

13. **Reader in Skin & VD**:—Qualifications: M.D. (Ven. or Dermat.) Speciality Board of Dermatology (USA), M.D./M.R.C.P./F.R.C.P./F. R.F.P.S. (P) Glassgow with D.V.D./ D.D.D./D.V. or F.R.C.S./F.R.F.P. S. (S) Glassgow (with Ven. or Dermat. special subject or equivalent).
    Experience: As lecturer or equivalent for 3 years.

14. **Lecturer in Anaesthesia**:—Qualifications:M.D./M.S.(Anaesthesiology) F.F.A.R.C.S., Speciality Board of Anaesthesiology (USA) M.D./F.R. C.P./M.R.C.P./F.R.F.P.S. (P) Glassgow/M.S./F.R.C.S./F.R.F.P. S. (S), Glassgow, with D.A., M.R.C.P. (with Anaesthesiology as special qualification or equivalent.
    Experience: Registrar or equivalent post for about 3 years in Anaesthesiology or allied clinical subject in a teaching institution.
    Desirable: M.S. (Anaesthesiology)/ M.D. (Anaesth.) and D.A.

15. **Lecturer in Pharmacology**:—Qualifications: M.D., Ph.D., D.Sc., M.Sc. in Pharmacology, M.R.C.P./M.D. (with Pharmacology as special subject or equivalent qualification.
    3 years' experience as Registrar or equivalent.

16. **Lecturer in Microbiology**:—Qualifications:—M.D., M.Sc.,Ph.D., D.Sc. D.Phil. (Micro./Bact.) Speciality Board of Microbiology (USA), M.D. (Medicine) M.R.C.P. or F.R.C.P. (with Diploma in Bact.) as special subject or equivalent.
    Experience: As Lecturer/Demonstrator in Pathology/Microbiology, Gegistrar, Tutor or equivalent in Medicine or Surgery for 3 years.

17. **Lecturer in Surgery**:—Qualifications: M.S., F.R.C.S., F.R.F.P.S. (S) Glassgow, speciality Board of Surgery (USA) or equivalent qualification in the subject*M*
    Experience: As Registrar or equivalent post in Surgery or allied Clinical Departments of atleast 3 years.
    Desirable: Special interest in Theoracic Surgery.

18. **Lecturer in Orthopaediatics Surgery**:—Qualifications: M.S. (Orth.) M.C.L. (Orth.), Speciality Board of Orthopaedic Surgery (USA), M.S., F.R.C.S./F.R.F.P.S. (S) Glassgow with Diploma in Orthopaedics or equivalent qualifications.
    Experience: Registrar or equivalent post for atleast 3 years in Ortho-

paedics or allied subjects in a teaching institution.

Desirable: Aptitude for research, published papers.

19. **Lecturer in Radiology**:—Qualifications: M.D./M.S. (Radiology) or Diploma or 2 years training. Speciality Board of Radiology (USA), M.D. / F.R.C.P. / M.R.C.P. / F.R. F.P.S. (P) Glassgow or M.S./F.R. C.S./F.R.F.P.SR. (S) Glassgow with D.M.R.D., D.M.R., D.M.R.E. or F.F.R., M.R.C.P. (with Radio-Diogonosis/(Theraphy as special subject or equivalent)

Experience: 3 years as Registrar/ equivalent in Radiology or allied subjects.

20. **Registrar in Surgery**:—Qualification: Must have worked as House Surgeon for one year and Resident for one year in the Department of Surgery.

Desirable: Post-graduate qualification in Surgery.

21. **Demonstrator in Pharmacology**:—Qualifications: Should be M.B.B.S., from a recognised Institution.

22. **DemonstratorinForensic Medicine**:—Qualifications: M.B.B.S. from a recognised Medical Institution.

23. **House-Surgeon & Physician**:—*Remuneration of Rs. 100/- p.m. with free residence or Rs. 50/- in lieu thereof.*

Qualifications: Degree in Medicine & Surgery from recognised University or institution.

Prescribed application forms and instructions may be had from Registrar by sending self-addressed envelope "9"x 4". Last date for receipt of applications 25.5.1966. Incomplete applications and those received late shall not be considered except by special permission.

Higher start may be given for special qualifications and experience.

—DEPUTY REGISTRAR

UNIVERSITY OF POONA

Applications are invited for the post of a Lecturer in French in the University Department of Modern European Languages from *persons whose mother tongue is French* so as to reach the University by 31st May, 1966. The pay scale attached to the post is Rs. 400-30-640-40-800 inclusive of Dearness Allowance. A starting salary higher than the minimum in the scale will be admissible to exceptionally well qualified candidates.

Candidates must possess academic qualifications prescribed by the University for recognition as a Post-Graduate Teacher by Papers and/or by Research. The appointment will be made, in the first instance, on contract for a period of two or three years. Further details regarding qualifications, conditions of service, etc. can be had from the Registrar on sending a self-addressed envelope (9" × 4")bearing postage stamps of the value of Re. 0.45 paise. Candidates applying from abroed need not send any self addressed stamped envelope for further details.

W. H. Golay,
Registrar

Ganeshkhind, Poona-7.
April 20, 1966

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The library of the Inter-University Board of India and Ceylon requires the following issues of the UNIVERSITIES QUARTERLY: Vol. 17, No. 2, Vol. 18 Nos. 2 & 4 and Vol. 19 No. 1.

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MYSORE

WORKSHOP OF PRINCIPALS

Fifteen Principals from ten Universities met at Bangalore from 16th May to 4th June 1966 to discuss questions relating to administration of colleges. The workshop of Principals, as it was described, was organised by the Inter-University Board under the directorship of Prof. M.V. Mathur, Vice-Chancellor of University of Rajasthan.

While everyone admits that 85% of our students are in colleges, very little seems to have been done to help the colleges to study their problems and discover means of solving them. Realising the great need for toning up college administration and for helping Principals to cope with their problems better, the I.U.B. invited a group of Principals from various Universities to sit together for a period of three weeks and prepare a set of recommendations that would be practicable in every sense of the term. In fact the accent was on making such proposals as would take note of the situation as it really exists so that the recommendations made are of a kind that can be implemented.

Admission Policy

They divided their work under four broad headings: (a) Management and administration of colleges, (b) Students, (c) Teachers and (d) Academic efficiency. Under these broad headings they discussed various sub-topics. For instance, with regard to admission policy, the Workshop suggested that long before the admission is due to begin, the college must formulate its admission policy clearly and precisely and, if possible, include it in its prospectus. Failing that it should be notified on the notice-board. The point of it all is that the admission policy statement should be a public document to which any-one interested may be able to refer. Since it is reocmmended that all admissions should be according to merit, such a public announcement would save the Principal and the staff from uninformed criticism and would enable the students to know where they stand as far as their admission is concerned.

Talented Students

The Workshop also took into account the possibility of the Principals having to admit students who would not ordinarily qualify for admission. They can be sportsmen or boys and girls gifted in other ways, and such other categories. With regard to such cases there was considerable discussion. It was eventually suggested that the Principals may admit such students but they would do well to keep a record of all such cases every year and this record should be available to the University or any other suitable agency for inspection. It was further suggested that under no circumstances should the number of such cases at any time exceed 5% of the total admission in a year. Indeed it was understood that the percentage of such casses would go on progressively decreasing so that after a few years no such students will have to be admitted.

The above recommendation illustrates in a way how the Workshop of Principals tried to grapple with problems as they exist today, how they are to be solved and in which direction the colleges ought to try to move.

H C Kathpalia **on Educational Trusts**

★

Text-Book Reprint Programme

★

Unesco Project on Chemistry Teaching

★

Indo-Soviet Cultural Exchange

★

Book Reviews and Readers' Forum

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It is proposed to print the proceedings of the Workshop at an early date so that they can be circulated to colleges. One of the important recommendations of this Workshop is that after these detailed recommendations have been formulated, the I.U.B. should arrange regional workshops lasting not more than a week each so that Principals in a particular university are helped to come together to discuss these recommendations as applicable to their respective situations.

Farm Management Extension

The Punjab Agricultural University has drawn up plans to launch diverse programme of Farm Management Extension, which will form the Central pivot of farm advisory service in the State. It will emphasise educational approach in respect of production planning, as well as maintenace of farm records and accounts so as to develop amongst farmers, proper analytical attitudes towards technological change and innovations in farming.

The programme has been chalked out at an appropriate stage of development of agriculture in the State, when a large majority of farmers have been keenly aware of the business nature of their undertaking and are seeking guidance and information on how to make profitable adjustments in their farm organisations in response to changing economic and technological environment. The programme is designed to bring about a synthesis in economics and technology, which is so necessary in the con text of the emphasis being placed on the intensified use of physical in-puts.

One Asstt: Extension Specialist (Farm Management) is being posted in each district of the State in the beginning stages of the programme. More specialists will be appointed later to extend the programme to the block level. These district specialists will not only be working directly with farmers but they will also train general purpose extention staff in farm management advisory work so that an intensive educational programme is developed. They will be working in close collaboration with other Extension Specialists of the University and District Extension Agency of the Department of Agriculture to set up farm planning demonstration centres for different farm size and type of farming situations, all over the State. A detailed set of farm business records and acounts will also be maintained on the demonstration farms to make more meaningful business-efficiency analysis for guidance to other interested farmers.

Wonder Drill

A skilled artisan, Zora Singh, by persistent effort and ingenuity has developed a seed-cum-fertiliser drill. He is working in the Research Training Centre of the Agricultural Engineering Workshop of the Agricultural University at Ludhiana.

The drill possesses several new features and is claimed to be most suitable for Indian conditions, useful for sowing paddy. barley and oats. In recognition of his ingenuity, the University has named the drill as Zora Seed -cum-Fertiliser Drill.

According to Mr V,V. Varghese, Research Engineer, under whose supervision Zora Singh developed the farm implement, the Industries Department will be asked to take up production on a commercial basis.

The Zora drill can sow and fertilise an area of four acres in a day with the help of an average pair of bullocks and one operator. The flow of the fertiliser and the seed is very uniform and the rates of application can be varied by levers. When manufactured commercially it is expected to cost Rs 700/—only.

Zora Singh is a blacksmith in the Research Training Workshop. In recognition of his work he has been promoted as Laboratory technician.

U. S. SCIENTIST'S ASSURANCE

Dr. Donald F. Horning, President Johnson's adviser on Science and Technology, said in New Delhi recently that he would be making specific suggestions to the U.S. Government on "Areas of Cooperation between India and the U.S., in the field of Science Education."

In exploring the areas of cooperation the U.S. team's visit has been highly fruitful," he said. He was giving his impressions of his contact with Indian scientific institutions and the discussions held at the Indo-U.S. scientific conference. In Bombay, he visited the Atomic Energy Establishment and praised the work being done there. He said: "India has made great progress in the field of atomic energy."

He said another conference was scheduled for June when the details of the Indo-U.S. scientific cooperation 'programme would be worked out. In the method of teaching science there had been a drastic change lately. Instead of teaching science as a "collection of facts" the new approach was to make students understand nature through experiments.

Asked about the possibility of a satellite T.V. for India, he said, it was "feasible". TV could play a great part in India's educational programme.

Vice-Chancellors for New Varsities

Jugal Kishore, and Mr. R. K. Singh, are being appointed Vice-Chancellors of the Kanpur and Meerut universities. respectively.

A formal announcement is expected shortly.

THE STORY OF AN EDUCATIONAL TRUST

H.C. Kathpalia

For the last few years I have been connected with Shri Ram Education Trust as its Secretary and it gives me great pleasure to respond to the request of the Editor to write these few lines about the Trust with which I am connected. It would not be correct for me to claim that this is the oldest or the biggest educational trust in the country. All tnat I can say is that it is a Trust about which I happen to know more than any other Trust and am therefore in a position to share my experiences with the readers of this magazine.

This Trust was estabiished in 1920. It was initially known as the Commercial Educational Trust. As usually happens in such cases, the moving spirit of this Trust was one man, the late Sir Shri Ram, though he had the assistance of quite a few selfless and devoted young men in this noble task. In course of time, however, as a mark of recognition of the outstanding services rendered by Sir Shri Ram, the Trust was rechristened as Shri Ram Educational Trust.

Objectives

Amongst the objectives of the Trust are the following:

(a) to open schools and colleges,

(b) to establish libraries,

(c) to open Industrial and Commercial undertakings as a means of training men in support of the institutions solely or in partnership with others,

(d) to support or manage similar institutions,

(e) to open Boarding Houses and

(f) to do all such other things and acts as may be necessary for the attainment of the said objects.

The Trust enjoys a highly democratic character. At the moment it has 17 members and its Chairman and Secretary are elected every three years. The meetings of the Board of Trustees are held at least once a year but meetings may be called any number of times if a requisition is made by not less than five members. The Chairman may, however, call a meeting at any time when he considers it necessary. At the meetings of the Board members may vote only in person and not by proxy. The Chairman has a casting vote.

Decisions

All questions relating to the Trust are decided by the Board of Trustees by a majority vote. The Board appoints a managing committee every year and, if necessary, appoints sub-committees from time to time with powers to add, to deal with specific questions. The scope and terms of reference of sub-committees are clearly defined in each case.

At present the Trust is resposible for the running of two primary schools, two higher secondary schools, one institute for destitute women and two colleges. The total number of students on the roll of these institutions is about 5000 and the number of teachers working in them well over 200.

The annual deficit of these institutions exceeds a lac of rupees. It naturally goes on increasing every year as the emolument of the members of the staff increase from year to year and fresh requirements crop up on account of the provision of new courses and additional facilities for the benefits of students and staff.

As has been mentioned above, the name of this Trust was initially Commercial Education Trust. One of the first steps taken by the Trust therefore was to set up a College of Commerce in 1928. This college, now housed in an excellent building on the university campus, prepares students for the B. Com and M.Com degrees of the Delhi University and is the only institution of its kind in Delhi. It has an enrolment of over 1000 students and many of its alumni are holding important positions in various branches of business.

The other college run by this Trust is Lady Shri Ram College for Women, It was started only a decade ago but within this brief period it has made remarkable progress and is already recognized as one of the best colleges for women in Delhi.

Marked Progress

Without claiming too much for the institutions managed by this Trust, I would say that they are run according to the rules and directions of the Directorate of Education Delhi, and the University of Delhi. Quite often money is found for various facilities which are not provided for according to the grants of these bodies but are deemed desirable for the efficiency of the institutions and the well-being of the staff and students. I have made particular mention of this point because the services rendered by private educational trusts in the development of education over the last half a century or so are quite significant and they should be given due credit for it. In all these institutions, while the heads of the institutions are solely responsible for day-to-day administration, the over-all policies are

laid down by the managing committees or Governing Bodies concerned. The Trust never comes into the picture in their internal administration.

Indian Universities have not been able to give the subject of industrial research its due importance and have contributed very little to knowledge on the management of human and industrial relations in industry. Indian industry expects a steady and constant flow of knowledge of research findings, skills and techniques and in the area of Industrial relations from the Universities other academic institutions.

Fellowship

Partially to make up for this void, the trust has instituted a junior Fellowship of Rs 500/— per month for post-doctoral research in industrial relations tenable at the Shri Ram Centre for Industrial Relations to conduct research in the general areas of human and industrial relations. Teachers and students from any university are eligible to apply and compete for this fellowship which is awarded by Awards Committee duly constituted by the Centre's Governing Body. The fellowship is called "Shri Ram Education Trust fellowship."

The Trust have also framed rules for awarding pensions and lump sums of gratuity to the ex-employees of the institutions run by the Trust. The important criteria kept in mind are (1) length of service (2) the quality of service (3) last pay and allowances drawn by the employee (f) age (5) financial resources of the employees and his means of living, if any, after retirement. The award of the pension or gratuity is, of course, discretionary and the decision of the Trustes in all respects is final and binding.

In conclusion I should like to take this opportunity of referring to the vision and imagination of the founder who from a humble begining rose to dazzling heights in the realm of business. It was his interest in education which led him to found such a Trust and expand in so many directions. The important thing about the running of a Trust always is delegation of responsibility to those who are entrusted with the job. From what I know of the late Sir Shri Ram, one of his most remarkable gifts was his uncanny judgement of men and affairs and his intutitive choice of the right man for the right job. In almost all the institutions that he built up one can see evidence of these qualities of character. It is gratifying to find that his name is a household word in Delhi and that his successors are continuing the tradition of wise and generous patronage of education started by the founder.

INDIA'S GIFT WELCOMED

India's gift of £ 2,000 (Rs. 26,667) to the building extension appeal fund of the Post-Graduate Medical School in London has been welcomed by the Chairman of the Building Fund, Lord Stamp Ten Commonwealth countries have so far contributed to the fund to finance a new 10 storey research laboratory equipped with modern device costing about Rs. 2.5 crores.

Commenting on the support from Commonwealth countries, Lord Stamp said he had been delighted with the generous gifts. "Altogether this has been a wonderful Commonwealth effort. with so many countries of different background joining together."

The Post-Graduate Medical School has a turnover of about 600 students an year one third of them British, one-third from Commonwealth countries, and the rest from other parts of the world.

Agreement on Scientific Research

India and the United Arab Republic have taken a number of steps recently to promote scientific collaboration. The decisions were taken by the Indo-UAR Joint Scientific Board which met in New Delhi under the chairmanship of Mr. M.C. Chagla, Union Education Minister.

The board reviewed the progress of collaboration programme drawn up at its first meeting in Cairo last year and also indicated the programme for 1966-67. The scientists from India and the UAR noted that the last year's programme could be implemented only in part. While from the UAR three senior scientists and nine research assistants visited this country, no Indian scientist could go to the UAR.

During the year, India would send four or five senior scientists to the UAR. In addition, it was agreed to send persons engaged in teaching science and technology to participate in teaching and research programes.

The board also decided that the two countries should inform each other of important national or international scientific conferences either in India or UAR and invite scientists to participate in them.

Besides offering scholarships in various scientific and technological institutions, India would train UAR assistant researchers in subjects like baby milk food processing, nutrition, radiation, petroleum and drug research. In turn, Indian scientists were invited to visit research laboratories and institutes in the UAR and to study possibilities of co-operation in the fields of medicine and Agriculture

AWARDS & SCHOLARSHIPS

Watmul Awards for Five Indians

Five Indian scientists have been cited for their work by the Watmull Foundation. Four of the scientists receive £ 1,000 and a commermorative medal known as the G. J. Watumall Memorial Award. A fifth received a new type of memorial award, the distinguished achievement award.

The memorial awards winners are:

Biochemistry: Padubidri Subraya Sarma, M.Sc., Indian Institute of Science; Ph.D. University of Wisconsin, U.S.A., Mr. Sarma is Professor of Biochemistry and head of the Department of Biochemistry, Indian Institute of Science, Bangalore. The award has been given to him for a series of studies of inter-relationships in trace element metabolism in metal toxicity and allied studies.

Dentistry: Dr. Lakshmi Narain Mathur, dental surgeon, Banaras Hindu University. The award has been given for his research in and discovery of a unique method of painless tooth extractioln by electro-medical currents called electric dental anaesthesisa.

Medicine: Dr. Nirmal Kumar Dutta, Assistan Diarector, Haffkine Institute, Bomby. The award has been given for a series of studies of different aspects of cholera; methods of evaluating cholera vaccines and sera; and the relationship of intestinal enenzimes to the pathology of cholera.

Physics: Dr. Krishna Joshi of Allahabad University. The award has been given for studies in the lattice dynamics of metals and the nature of phonon spectrum and the analysis of lattrce thermal conductivity.

The awards will be presented to the above recipients at a formal ceremony to be held in New Delhi early in 1967.

FORD FOUNDATION GRANTS

The Ford Foundation announced recently the approval of the following grants. University of Agriculture Sciences, Bangalore: a grant of £ 331,500 (Rs. 15.75 lakhs) to assit in the development of a plant production programme of teaching' research and extension activities.

Indian Institute of Management Ahmedabad: £ 30,000 (Rs. 14.25 lakhs) for construction of housing for students and faculty.

Louisiana State University: a grant of £ 345,000 (Rs. 16.4 lakhs) to assist the Indian Ministry of Food and Agriculture in developing research and training in improved paddy storage and rice processing.

OUT OF DATE

Prof. D.P. Mellor told science graduates at the University of New South Wales that degrees should be like passports— only valid for a set number of years. He added that such was the progress in the field of science that in 30 years their degrees would become obsolete.

Scholarships for Technical Education

Five hundred scholarships for general education and 22 for technical education will be awarded by the Coal Mines Welfare Organisation, Dhanbad, to children of colliery workers within the pay range of Rs 200 a month.

Candidates of Bihar, West Bengal, Assam, Madya Pradesh will be awarded these scholarships on the basis of marks obtained by them at the annual matriculation examination held at the close of last academic year.

New Research Panel

The Committee on Organisation of Scientific Research has been reconstituted with Dr. S. Bhagavantam, Scientific Adviser to the Minister for Defence, as Chairman in place of the late Dr. H. J. Bhabha.

Other members of the committee are the following: Mr. Dharam Vira, Cabinet Secretary; Mr. S. S. Khera, Chairman of Hindustan Aeronautics Limited; Dr. D. S. Kothari, Chairman of the University Grants Commission; Dr. Vikram Sarabhai, Chairman of INCOSPAR and Director of the Physical Research Laboratory, Ahmeadabad; and Dr. S. Husain Zaheer, Director-General of the Council of Scientific and Industrial Research.

REPRINT OF RIG VEDA

The first Indian reprint of Max Mueller's famous edition of the "Rig Veda Samhita" with the commentary of Sayanacharya, has just been published by a publishing house in Varanasi.

A set of the four volumes of this edition was presented recently by the publisher to Baron Von Mirbach, the German Ambassador to India, who also handed over a cheque as his Government's further donation.

The publication has been sponsored by the Government of the Federal Republic of Germany. Friedich Max Meuller (1823 1900) brought out the first volume of his monumental work when he was just 26, and the final volume took him 20 years more.

Text-Book Reprint Programme

After considering a report on the present status of its text book reprint programme, the Joint Indian-American Board on Standard Works at its meeting in New Delhi recently recommended an expanded future programme.

The following members of the Board have been appointed to serve on a sub-committee to map out long-range plans and evaluate accomplishments : Dr. L. S. Chandrakant, Joint Director, National Council of Educational Research and Training ; Mr. V. K. Ramaswamy, Deputy, Secretary, Ministry of Finance ; and Dr. R. R. R. Brooks, and Miss Audrey Henriksen, Book Publidations officers both of the U.S. Information Service. Eight members and three observers were present at the meeting;

The accomplishments under the programme, formally referred to as the Joint Indian-American Standard Works Programme, were summarized at the meeting as follows :

Number of American university textbooks reprinted in India in low-priced editions as of March 21, 1966	330
Number of second and third Indian reprints of these titles.	58
Number of second and third reprints pending, awaiting allocation of additional funds	32
Number of titles under print.	81
Number of Indian publishers participating	20
Number of bookstores in India handling the textbooks	521

A comprehensive sales report on all textbooks published under the programme up to December 31, 1965 was presented at the meeting and showed that 613, 896 copies had been sold of the 307 books on the market as of that date. The cost of these books, had they been imported, would have been approximately $4,200,000 in foreign exchange, a later analysis for the benefit of the subcommittee revealed, whereas royalty payments on the Indian reprint editions had come to approximately $130,000, after deduction of the Indian tax. Therefore, a saving in foreign exchange of over $4,000,000 (Rs. 2 Crores) was effected.

One segment of the programme, the publications of the National Council of Educational Research and Training, could in the future absorb the entire budget for the programme if the demand for these textbooks continues at its present rate, Dr. Brooks warned the Board members. In a few years, it may require many times the present entire budget, in fact. These publications are intended in the first instance for backstopping the Summer Institutes in physics, chemistry, biology, and mathematics organized by the University Grants Commission in cooperation with USAID.

Objective

NCERT, also actively interested, has undertaken to reprint the basic texts required. Demand for the textbooks and follow-up material has grown f r beyond the initial requirements for the Institutes themselves. Large second and third reprints are being proposed ; in addition to the fact that the number of Institutes is being increased. The present policy, Dr. Brooks explained, is that assistance will be given under the programme to initial editions only. Other sources will have to be found for financing subsequent reprints. The Chairman referred this matter to the newly appointed subcommittee.

The Institutes have as their long-range objective the development of textbooks in India which will reflect the latest advances in teaching and subject matters, adapted to Indian conditions and requirements.

The Board's decision on a proposal that low-priced standard texts in regional languages be included in the programme was that in cases where a university or other organisation decides that regional language translations of some of the Standard Works Programme titles are needed to meet a definite demand, the Board will give consideration to assisting with the project.

The Joint Indian—American Standard Works Programme operates under the general direction of the Joint Indian-American Board on Standard Works, on which six Indian Ministries and organizations and three American organizations in India are represented. The U.S. Information Service administers the programme in cooperation with the Ministry of Educcation. Funds for the programme, which are utilized to assist Indian publishers in reducing the retail prices of Indian reprints of American textbooks, are allocated from rupee reserves obtained through the U.S. Government's Food for Freedom programme.

'Packaged Holidays'

The British Council has organised a summer programme for overseas students in addition to the vacation programme for Christmas and Easter. This year's programme offers a choice of 35 packaged holidays between June 24 and September 30 in centres in England, Scotland, wales and Northern England:

They include York festival, The Royal National Eisteddfod of Wales and the Edinburgh Festival.

One of Britain's new universities, the university of Sussex, will be the venue for adult education course on the theme "One World—Different Problems While at Rossendale (Northern England) there will be a five-day farming course, with an emphasis on modern methods of food production.

LUDHIANA TONES UP ADMINISTRATION

The Punjab Agricultural University has taken prompt measures to eliminate delay and red tapism from its administrative structure. A major step taken in this direction is the decentralisation of most of the administrative and financial powers. The officers, heads of departments and other heads of offices of the University have been delegated with wide financial and administrative powers so that most cases are disposed off speedily at their own level.

These measures have not only helped the University in quickening the tempo of work but have also proved successful in effecting economy in the administrative wing. Elimination of unnecessary paper work has resulted in the abolition of superfluous posts. To quote an instance, in the office of the Registrar, two posts of superintendents, five posts of assistants and an equal number of posts of steno-typists and clerks have been abolished. Even the post of the Deputy Registrar has been held in abeyance for similar reasons.

The abolition of the post of superintendent has established a direct contact between the head of the office and the dealing assistant thereby doing away with the dialatory administrative procedure which normally hinders expeditious disposal of cases. In other words, administration has been made officer-oriented and it is not now left to the discretion of the office to deal with office files as they please or to put them up at leisure. The officer concerned dictates replies to letters received if he is aware of the facts of the case.

Seminars, Institutes

Seminar on Chemical Engineering

A course in Chemical Engineering and Physical Chemistry organised by the Technical Institute, Karlsruhe, Germany, in cooperation with the UNESCO is scheduled to begin early in 1967 and end in 1968.

Caadidates selected to participate in the Seminar will be paid the cost of travel, free participation in the course in German language. They will be given a small allowance at the Goethe Institute and they will get a stipend of DM 700 during their stay in Karlsruhe and Frankfurt.

The prospectus and application forms can be had from the Technical Institute, Karlsruhe, Germany.

———

To encourage teachers and other staff in research projects, teaching or extension education, the University authorities have decided to grant advance increments, plaques or certificates according to their merit. Recently, the Vice-Chancellor has approved of the grant of advance increments to over a dozen officers and staff members for the good work done by them in their respective fields. To give a fillip to the research activities of the University in hilly areas and to induce bright and enthusiastic workers take up work in hilly areas it has been decided to grant one advance increment on permanent basis to University employees for three years of approved service in the hilly areas. The compensatory allowance admissible to University employees at various hill stations has also been enhanced.

Aid for 100 Science Institutes

The United States will give India aid worth 1.7 million to set up this year 100 summer science institutes. It is expected to revolutionise science education. This was announced in New Delhi recently by a top level team of U.S. scientists, which concluded discussions with 10 top Indian scientists.

The aid will cover the foreign exchange part of the project. The U.S. will provide experts and equipment required for the project. The aid will be routed through the USAID and the U.S. National Foundation will execute the project.

The scientists team has agreed to assist India set up institutes in special scientific fields for advanced studies and research. These institutes will be attached to universities.

These centres will give priority to life sciences, earth sciences, and agriculture. They will cover areas such as instrumentation and instrument technology, hydrology and water management, tropical biology, genetics and physiology of reproduction.

The U.S. team has also agreed to help launch a mathematics project to bring India to the fore in the mathematical world within a short time. One advanced centre for study of mathematics is planned at an appropriate place.

The team has also agreed to provide fellowships to Indians for post-doctoral work in science and technology in American universities.

The U.S. delegation consisted of nine members headed by Dr. Donald F. Horning, President Johnson's Adviser for Sciences and Technology. The 15-member Indian team was headed by Dr. D.S. Kothari, Chairman of the University Grants Commission.

Campus News

President to open Varsity Jubilee

President Radhakrishnan will inaugurate the golden jubilee celebrations of the Mysore University, Mysore, on July 25. The celebrations will be spread over a year.

The University Alumni Association will also be inaugurated on the same day.

The University has granted affiliation to Vivekananda College, Puttur, for teaching pre-University courses.

The Board of studies in Kannada has recommended the institution of a Diploma course in Kannada extending for a period of two years after the pre-University Course.

The object of the course is to train candidates to such a degree of proficiency in Kannada as to enable them to teach Kannada in Secondary schools and to use Kannada as the medium of expression to teach any subject in Secondary schools.

The Board of studies in Music has recommended the introduction of a two-year Master's degree course in music covering both vocal and Instrumental music

The Board has also approved the regulations in respect of the three-year Diploma Course in Music to be organised concurrently with the existing three-year degree course in music.

Bangalore University has accorded provisional affiliation to three engineering colleges and three teachers' Colleges.

The University is likely to restrict the age limit for admission to PUC course to 15 years, effective from this academic year.

The University proposes to introduce MD in psychological medicine, MS in neuro-surgery, and Ph.D. in clinical psychology Master's degree in Dental Surgery.



The Prime Minister, Mrs. Indira Gandhi, laying the foundation of the Library building of the University of Udaipur

Recognition has been granted to the entrance examination of Karnatak University and the pre-degree course of the Kerala Uni-University as equivalent to the PUC of the Bangalore University.

The Bangalore University is likely to strengthen its colleges to take an additional 1,000 students in the PUC. Five more colleges will be started to absorb 1,000 and 10 new high schools will be permitted to open the 11-th standard to admit the rest.

Research Projects

The Bangalore Agricultural University has started work on three PL 480 Research Projects from April, 1966. They are the following :

(i) "Study of the microbial population of various soil types, isolation of antibiotics and their use in Plant disease control.

(ii) Studies on microbiology and Pathology of insect pests of crop plants.

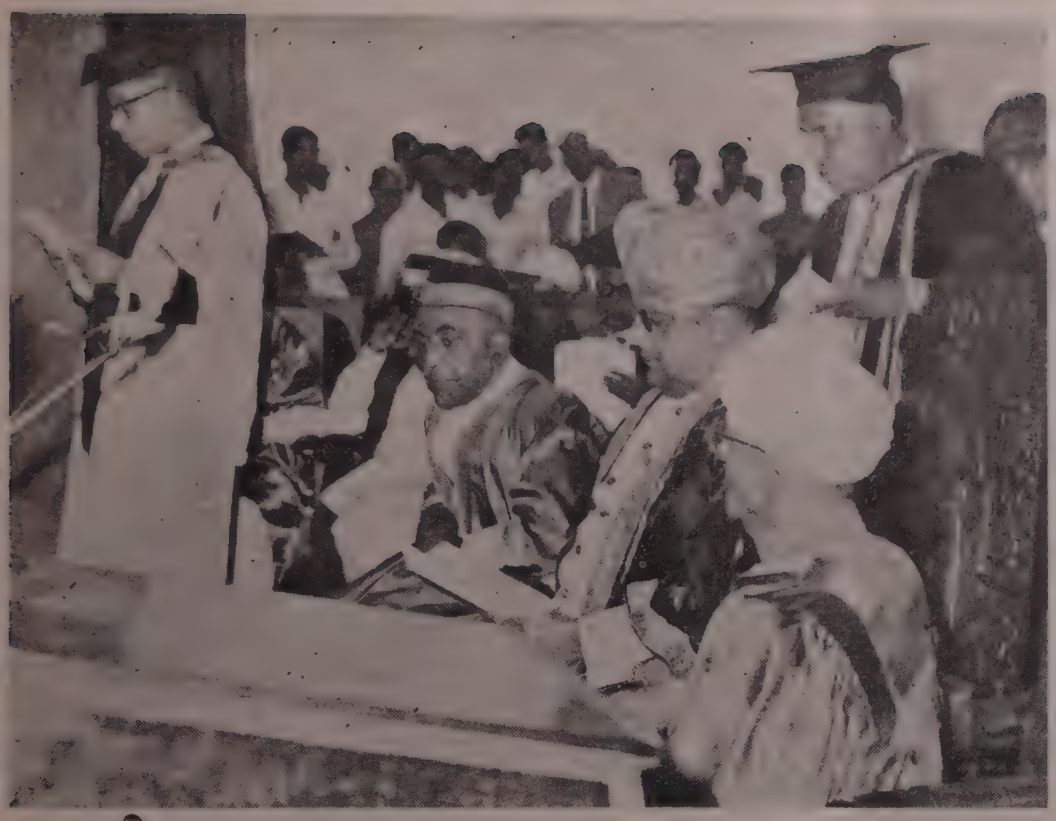
(iii) Scheme for the collection and identification of fungi of South India.

Aligarh University proposes to start evening classes from the next academic session for the benefit of the administrative staff employed in the university. The subjects of study include Economics, Politics, History, Hindi and Urdu.

I I T Madras proposes to start a post-graduate diploma course in Industrial Engineering during the next academic session.

Delhi University proposes to increase the duration of the law course from two to three years to raise the standard of law teaching.

A committee appointed by the university to examine law teaching has suggested expansion of the Law Faculty. The university is likely to receive a substantial grant from an American foundation to improve the curricula and strengthen the staff of the Faculty.



The thirty-fifth Annual Convocation of Annamalai University.

The Punjabi University has instituted eight prizes of Rs. 1,000 each for production of outstanding books in Science and Humanities. Of the eight prizes, four shall be allotted to science subjects and the remaining for the non-science subjects. The university will be bringing out research bulletins, one each for Arts and Science and also an annual journal "Punjab-past and present" in English and Punjabi.

Punjab University has recognised the Central Scientific Instruments Organisation, Chandigarh, as a centre for reserach for the Doctorate degree.

The university has decided to institute an M.A. degree course in the History of Art.

The university Department of Commerce and Business Management has decided to institute a certificate course for women in office management.

Members of the Merchant Navy have been allowed to appear in the university examinations as private canddiates on the same conditions applicable to the members of the Armed Forces.

It has been decided to start an Honours School course in Economics on an experimental basis at the university Department of Economics.

Punjab University has decided to replace one year diploma course in Journalism with one year post-graduate degree course of Bachelor of Journalism.

The university proposes to introduce M.A., Classes in certain subjects as correspondence course. The University Evening College in Chandigarh will also start post-graduate classes in certain subjects from July 1966.

Punjab Agricultural University foreign students association has been formed recently.

The Zoology-Entomology Department has imported 48 colonies of bees from Florida, USA, for the bee farm at Nagrota.

Nagpur University proposes to start a course for teaching foreign languages. The University now conducts nine months diploma courses in German and is likely to start classes for teaching French, Italian and Russian languages.

Ravindra Bharati University plans to build a theatre to give the students of the dance, drama and music sections of the university opportunities to prove their merit through practical performances.

More than 54 per cent of evening students were self-dependent while only 23.5 per cent of the day students claimed that they were not dependent on their parents.

Madras University : A training college for women will be started in Madras shortly by the National Education Society. To begin with, provision has been made to admit 80 students free of tuition fees.

Sardar Patel University proposes to conduct summer Institutes in Chemistry and Mathematics.

Rajasthan University: The United States Science Foundation team visited the university recently and had discussions about science teaching and research at college and university level.

The University of Singapore will establish shortly its Department of Tamil Studies.

The University's Department of Tamil Studies set up in 1956 was shifted to Kuala Lumpur and made part of the University of Malaya when the latter was made an off-shoot of Singapore University in 1959.

Tamil is one of the four languages officially recognised in Singapore, the others being Malay, Chinese and English.

The present diploma course will continue till-the new course is introduced.

SUBJECTWISE DISTRIBUTION OF STAFF UNIVERSITY DEPTS. & UNIVERSITY COLLEGES, (ARTS FACULTY) 1964-65

	Prof.	R.	A.P.	L.	A.L.	T/D.	O	Total
1. Assamese	1	2	..	2	..	..	..	5
2. Arabic	3	3	2	25	..	..	..	33
3. Anthropology	2	9	..	17	..	..	..	28
4. Anc. Indian Hist.	11	14	6	51	..	2	3	87
5. Bengali	5	11	..	52	..	..	..	68
6. Chinese	..	1	..	3	..	1	..	6
7. Comparative philology	..	2	..	4	..	..	..	6
8. Economics	50	107	16	365	4	10	18	570
9. English	51	102	6	534	4	32	5	744
10. Fine Arts/Music	2	..	1	18	..	..	3	24
11. French	2	2	..	15	..	2	..	21
12. Geography	8	11	4	72	..	1	1	97
13. Gujarati	1	4	..	6	..	..	1	12
14. German	1	1	..	9	..	..	..	11
15. History	32	75	4	237	5	9	3	315
16. Hindi	26	45	13	316	..	8	2	410
17. Islamic History	1	..	..	6	..	..	..	7
18. International Relations	1	1	..	10	..	..	..	12
19. Journalism	1	2	..	10	..	..	..	13
20. Kannada	4	7	..	25	..	..	..	36
21. Lit. Science	3	4	..	42	..	..	..	49
22. Maithili	1	..	1	3	..	..	..	5
23. Marathi	2	6	..	25	..	..	1	34

SUBJECTWISE DISTRIBUTION OF STAFF UNIVERSITY DEPT & UNIVERSITY COLLEGES (1964-65) (SCIENCE FACULTY)

Subject	Prof.	Reader	Associate Professor	Lecturer	A.L.	T D	O.	Total
Applied Mathematics	1	...	..	9	..	..	3	13
Applied Physics	1	4	..	1	..	3	..	9
Apptlied Chemistry	..	..	..	..	..	..	..	..
Anhropology	3	7	5	24	..	1	8	48
Agr. Botany	..	1	..	4	..	1	..	6
Biochemistry	6	5	..	15	..	1	4	31
Botany	31	87	20	282	1	32	23	476
Chemistry	59	167	35	580	6	86	48	981
Criminology Forensic Science	1	..	7	..	..	..	..	8
Geology	20	34	3	133	..	17	16	223
Geophysics	1	2	..	6	..	2	..	11
Geography	7	12	5	47	..	7	10	88
Genetics	1	1	1	..	..	..	..	3
Home Science	4	9	..	57	20	20	9	124
Library Science	..	1	..	1	..	..	..	2
Microbiology	1	1	..	1	..	..	..	4
Mir. Science	..	1	..	5	..	..	..	6
Marine Biology	1	5	..	8	..	..	6	20
Mathematics	32	68	17	315	2	11	8	453
Physics	47	112	15	503	7	70	52	806
Psychology	1	3	..	5	..	4	6	19
Physiology	..	2	..	8	..	2	5	17
Statistics	13	20	3	85	..	10	6	1346
Zoology	33	79	16	280	1	35	19	463
Other Subjects	6	11	7	51	..	10	1	87
Grand Total :	269	632	133	,2420	43	313	223	4034

By Courtesy U GC

CULTURAL EXCHANGE

Scientific co-operation between Russia and India will get a fillip as a result of cultural agreement signed in New Delhi between the two countries.

The exchange in the scientific field will increase by 50 per cent this year compared to that of last year.

Solid state physics, Oceanography and Tropical Meteorology are among the important fields of science selected for the year's exchange. Russia will supply data received by sputniks to assist India make correct meteorological estimates for agricultural and other uses.

The agreement was signed by Union Education Minister' Mr. M.C. Chagla and Mr. S. K. Romanovsky, Chairman of the State Committee of the Council of Ministers of the Soviet Union for Cultural Relations with Foreign Countries.

Wide Range

The new agreement is the sixth between the two countries. The 93 items included in the agreement cover a wide range of activities in the fields of art, culture, education, science, technology, health, radio and cinema, sports and social welfare.

While 239 Indians will go to Russia for studies, research, training, study-cum-observation tours, performances, teaching, lecture tours and participation in national and international conferences and festivals, 237 Russians will come to India this year.

Thirty-seven Indian scientists and researchers will go to Russia for advanced studies and research in science, while 23 Soviet scientists will come to India.

Advanced study

Other important items covered by the agreement are :

(1) Visit of 55 Indian students, including 25 teachers, for post-graduate studies and specialized training in Russia and 15 Russian students to India ; (2) visit of about 48 Russian teachers and professors to teach Russian and technical subjects in Indian universities and Institutions ; (3) visits of an Indian football team, a field-and-track team and tennis and chess teams to Russia and Russian volleyball, table tennis and weightlifting teams to India ; and (4) visit of a 65-member Bakhor dance ensemble to India and a 30-member Indian dance and music troupe to Russia.

Union Education Minister Chagla called for a "rededication" of both countries to the strengthening of the ancient bonds between India and Russia. He said that the cultural bonds between the two countries dated back to 100 years and also at the time when India was under colonial rule.

Mr Chagla said the bonds between the two countries were growing every year. Though the cultural contacts were on the wane for some period before independence, they had received a spurt since then.

Correspondence courses

Mr. S. K. Romanovsky said the agreement was a further step towards the strengthening of the bonds between the countries. The programmes drawn up under last year's agreement were implemented successfully. This year's plan was more extensive and with a new field-science.

He said a four-member Indian delegation would visit Russia to study the system of correspondence courses there and a Soviet expert would come here to assist India introduce correspondence courses. Two Soviet-experts would come to India to assist India prepare radio broadcasts and documentaries.

Russia would receive 65 post graduate students and teachers this year. His country would also impart training in computer technology, he added.

Aid for Heart Research

Mrs Chester Bowles, Wife of the US Ambassador, recently presented Dr S. Padmavati of the Lady Hardinge Medical College a cheque from the US Government for Rs 492,845 to support a five-year study of treatment for heart diseases.

Dr Padmavati, who is the principal researcher for the project, said that rheumatic heart disease was a major cardiac problem not only in Delhi but throughout India.

The project will have the cooperation of the vocational rehabilitation branch of the US Public Health Service. It will start with the study of about 500 patients.

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UNESCO PROJECT ON CHEMISTRY TEACHING

Eighteen teachers from 12 Asian countries are taking part in a recently launched **Unesco** project at Chulallongkorn University, Bangkok, on Chemistry teaching in Asia. The countries they come from are : India, Afghanistan, Burma, Ceylon, the Republic of China, Israel, Japan, Korea, Malaysia, Pakistan, Philippines and Thailand.

The aim of the project is to help Asian nations through regional cooperation to discover methods most suited to Asia's needs to re-design, simplify and streamline Chemistry teaching mainly in Universities.

New Techniques

The project is based on new techniques of instruction. It leads the group through all steps whereby each teacher can personally discover and work out the basic laws of chemistry, the actual whys and wherefores of chemical transformations, reactions, results and other changes.

"Student book learning and laboratory work need to be revitalised, said Prof. Laurence Strong, head of the department of Chemistry at Earlham College, Indiana, in the U.S. He is one of the directors of the project. Helping him is a staff of seven visiting consultants from India, United Kingdom, the U.S. the USSR, and Vietnam all professors, lecturers, or experts in different fields of chemistry, whose services are supplied by the UNESCO.

"To achieve chemistry teaching with fewer tears and more joy, the main efforts of the pilot project are directed towards the development of new laboratory experiments, new material and new guidelines for teaching chemistry, Prof. Strong said.

Pruning

"There is a lot of deadwood that has been accumulating over years in chemistry text books and syllabuses that should be cleared a ay. In the past, too much hasis was put on learning by note. What students were taught in Chemistry, they usually had to accept blindly.

They almost never got any insight into what was actually happening, of how the end result they were taught had occured. They were not told how they themselves could arrive at the various conclusions they had learned by heart, by performing their own experiments".

The project is concerned with what parts of chemistry should be taught for greatest possible advantage and use today ; pruning of chemistry teaching to the irreducable minimum of co tent ; and deciding how a person should best set about studying the subject and later teaching it.

Emphasis on Simplicity

The first year of th s two-year project will be spent in research and development of simple inexpensive chemistry teaching materials, including self contained kits, to serve later as prototypes to be put together locally in each of the participating Asian countries. Also studied is the feasibility of new teaching techniques, inexpensive often home made laboratory apparatus, teacher guides, programmed instruction, and such aids as 8 mm loop films which the group are being taught how to make for themselves.

During this first year positive steps are being taken to ensure that these prototype materials really do stimulate active follow-up at local and national levels, so that new techniques are channelled effectively to universities, and teacher-training colleges in those countries taking part in the project. For this purpose, **Unesco** has asked that each of the 12 Asian countries represented in this international group at Bangkok with Nepal expected as a thirteenth should organise a national project study group. These groups will operate concurrently with Bangkok. Having served as testing and evaluating centres for what is being learned at Bangkok, these groups will be asked in 1967-68 to adapt prototype laboratory kits, ne wmaterials and methods to local conditions, language an1 syllabuses.

Grant for Farm University

The ford Foundation has approved the following grants for South and South-East Asia.

The University of Agricultural Sciences, Bangalore, gets a grant of $ 831,500 to assist in the develop ment of a plant production programme of teaching, research and extension activities.

The Indian Institute of Management, Ahmedabad is given a grant of $ 300,000 for construction of housing for students and faculty.

The University of Louisiana gets a grant of to assist the Union Ministry of Food and Agriculture in developing research and training in improved paddy storage and rice processing.

Biochemical Institute

Mr. M.C. Chagla, Union Minister of Education, said in Parliament that a unit for making some rare biochemicals has been set up at the Vallabhbhai Patel Chest Institute, Delhi.

The Minister said that small quantities of the following three biochemicals had so far been prepared by the units (i) Adenosine-triphosphate, (ii) Cytochrome C; and (iii) Glucose—1—phosphate. Preparation of nine more biochemicals would be undertaken by the unit during 1966-67.

Farm Varsity College At Palampur

The Pnnjab Agricultural University proposes to start a junior college of agriculture at Palampur from the academic session beginning in July.

The Academic Council discussed the proposal at its recent meeting held at the Hissar campus of the University and decided that the proposal should be placed before the Board of Management of the university for final approval.

HIGHER EDUCATION IN PARLIAMENT

Residential Universities :
"There are 21 Universities which are residential in character according to their Acts. However, in terms of the percentage of students residing in hostels during 1964-65 only in three Universities were all students residing in the hostels.

Although, living together in the same campus is more conducive to building up the character of the students, the problem of student indiscipline is not restricted to non-residential universities.

Establishment of fully residential universities involves high costs and therefore it is found difficult to establish such universities. However, the University Grants Commission gives high priority to increasing facilities for hostel accommodation for students in the univer ities and colleges and has been assisting the universities and colleges to the extent possibl within the limit of resources placed at their disp sal for the co struction of hostels for students"

New Salary Scales : "Arising out of the recommendations of the University Grants Commission for revision of salary-scale-of teachers in private colleges in Kerala which had been under taken during the Second Five Year plan period, the University of Kerala recommended to the State Government of Kerala that new Salary-scales of private college teachers might be given retrospective effect from 1-10-1964.

The recommendation of the University was examined by the State Government who info med it that they were prepared to regulate the grant-in-aid of the Private Arts, Science and Training Colleges at the revised scal's of pay with effect from 1-10-1965 only.

No New Varsity in Fourth Plan

The Union Education Minister, Mr M.C. Chagla, said in Parliament recently that the Government had decided not to establish any new University during the Fourth Plan but to consolidate and improve the standards of the existing 65 universities.

He said Kerala would get priority when a proposal for a Central university in the South was considered.

The University has requested the Government to reconsider the matter so that the revision of pay scales of private college tea chers may be given with retrospective effect from 1-10-1964 The request of the University is under consideration".

Hindi medium Colleges : "The Official Language Commission did not make any specific recommendation, regarding establishment of Hindi-medium colleges in the States. They, however, observed that wherever there was demand for instruction through the Hindi-medium, every effort should be made by the universities and educational authorities to meet the demand in the interest of student population of the region. They, however, left the question of medium of instruction at the university level primarily for consideration by the university authorities themselves.

However, under the Ministry's programmes for propagation of Hindi in non-Hindi speaking States, a scheme for the setting up of Hindi-medium schools and colleges in non-Hindi regions has been drawn up and included in the Fourth Five Year Plan under the State Sector".

News From Abroad

AID FOR RESEARCH PROJECTS

An archaeological survey of unexplored parts of the Seistan Desert in south Afgh nistan is to be supported by the Royal Geographical Society. The survey will be carried out by a team from Cambridge University. According to a list published, 37 expeditions have applied for help from the Society.

One of the most important programmes this year is an expedition to the unexplored Mato Grosso-Xingu River region of Central Brazil. The expedition, jointly undertaken with the Royal Society, will be concerned mainly with biological research and will work with the Brazilian Government's Central Brazil Foundation.

Underwater Survey

An expedition to Malta, now a Centre for British underwater experiments, by a team from London's Imperial College of Science and Technology will map submarine caves and try out acoustical devices. A London University team will test new techniques of underwater surveying off the coast near Marseilles' and another from Oxford University will explore submarine terraces which may give a clue to land movements in Malta and oscillations in the Mediterranean sea level.

Of the land expeditions, several are going to Greenland, Iceland, Finland and Northern Norway, mainly for training in field work. A number of schools are taking part in training expeditions.

There will be a Royal Navy expedition to East Greenland, one from the Royal Military Academy, Sandhurst, to Ethiopia, and a joint Services expedition to Central Australia.

A team of women explorers—from Oxford University are also on the Society's list. They will map ancient Azetic ruins in El Salvador (Central America).

Book Reviews

A University in the Making. The B.B.C. Reith Lectures 1963 by Albert E. Sloman, London : The B.B.C. Pp. 90, Price 12s. 6d.

Dr. Sloman wrote these lectures within a few months of taking up his appointment as Vice-Chancellor of the new University of Essex. They reflect that University's plans in the process of being drawn up, under Dr. Sloman's decisive influence. Some of these plans may later have changed, though not, perhaps, in significant ways. When the Vice-Chancellor was appointed, the University was already more than an idea, envisaging a student population of 10,000, going up to 20.000. The site had been selected. The Essex County Council initiated the move, had its application to the Grants Committee accepted, set up an Academic Planning Board and supported its Report before Dr. Sloman was appointed. Nevertheless, judging from the evidence of these lectures, the present University of Essex is what it is largely because of Dr. Sloman's penetrating, far-sighted and innovatory mode of thinking.

Essex is one of the seven new universities set up in Great Britain within a period of three years. Each of these has no doubt much in common with the others but is also distinctive in important respects. In this book, we learn what is distinctive and why in the University of Essex. More important, it teaches an unforgettable lesson in the planning of Universities, new or old. The formula is : "traditional ends will have to be sought by new means. The modern University has to be big, it has to allow for a controlled rate of growth, and it must provide for some emphasis on vocational and specialist training. At the same time, it must maintain and even raise standards, it must provide ever-improving conditions for its students to work and live in, it must, above all, encourage and inspire. As Dr. Sloman says, a university is "a community where the student is guided in the first stage of a life-long task of self-education, a community whose concern is not just with the pursuit of learning but with the fulfilment of lives".

This goal is spelled out by Dr. Sloman, partly in the specific terms of the Essex site and the architect's plans, both more strongly emphasised than one would imagine necessary. The emphasis is brilliantly vindicated. It is not merely a question of impressive building, as it often becomes in India, but of enlightened lay-out, the living, working, playing and social facilities so integrated that "the whole centre of the university is vital and alive with with students and staff long into the evenings". At Essex, the lay-out is so cohesive that no student is at any time more than a few minutes walk from the centre. Colleges and halls of residence are abolished-the most radical step of all-in favour of 'towers", each with rooms of residence, and departments within schools of study where the teaching, learning and research are done in neighbouring buildings. (One has to read the book to grasp the fascinating implications, the sheer daring of this departure from the traditional idea of a University town).

The University of Essex decided to restrict itself to only three fields of study : the physical sciences, social studies, and comparative studies. The departments are big but not many : big departments so that first-rate men may be attracted in large numbers, not many departments so that limited resources are fully utiilised for study in depth. The departments are the social units, but the schools of study into which they are organised, are the true academic units. (To properly understand this concept, too, one has to read the book). Students are admitted to schools, not to departments collaborate to offer integrated courses of study. Two special features of Essex are the languages centre and the visual arts centre. The decision to set these up is explained by Dr. Sloman briefly but cogently.

A University in the Making is not only an exercise in thought but the report of a trial in action, and Dr. Sloman emerges from both with exceptional distinction.

—Nissim Ezekiel

Oceanography institute

The Union Government will set up an institute of oceanography which would engage itself in productivity studies of the Indian Ocean.

The data produced by the recent International Indian Ocean Expedition has confirmed much of India's ancient history. The expedition found a process of upwelling which brought nutrient rich water from sub-surface levels and contributed to the productivity of the region. This occurred on the south-west coast off Quilon and Mangalore and also Ratnagiri to a lesser extent between July and September.

The expedition found that more fish food was avilable in the Arabian Sea than in the Bay of Bengal. Trawler operations conducted off Muscat and Oman resulted in strikingly big catches which suggests the potentiality of a substantial fishery.

READERS' FORUM

Can you please let me know the general principles governing award of Commonwealth Scholarships and its salient features?

J. Chandy, Trivandram

The general principles governing the Commonwealth scholarships and fellowship plan ensures that the majority of the awards under the plan should be to men and women of high intellectual promise who may be expected to make a significant contribution to life in their own countries on their return from study overseas.

All the awards are envisaged to be "inward", to be made by the receiving country; but some awards might be "outward", that is, made by the sending country.

The final selection of scholars rests with the receiving country and arrangements for recording information about awards made under the plan for the preparation of annual statement on progress is undertaken by the Association of Universities of the British Commonwealth.

All countries, whatever their stage of educational development, need to expand and improve their facilities for teacher training. The majority of the additional places in teacher training institutions which can be offered to Commonwealth students are for advanced or supplementary courses and only a relatively small number should be used for initial training.

Provision is made to give experience in training institutions in the more advanced Commonwealth countries to teacher training staff from countries whose educational systems are less well established.

All countries offering scholarships and other awards or facilities for education, training or research, devote a proportion of them to technical education.

Postgraduate scholars under training in science and technology are encouraged to take part-time teacher training courses so that they may not only follow their main vocation but also be qualified to teach part-time in technical colleges.

Special courses are chalked out to give technical training to young people with an adequate standard of general education.

Commonwealth countries which wish qualifications awarded by their technical institutions to be recognised by professional bodies consult the appropriate professional bodies to this end.

I am interested in pursuing further studies as a private candidate. Does any university in India allow this ?

Mrs. Gopinath, Bangalore.

The following are some of the universities which allow women candidates to take certain of their examinations as private candidates: Aligarh, Andhra, Banaras, Burdwan, Calcutta, Gauhati, Gorakhpur, Gujarat, Jabalpur, Jodhpur, Nagpur, North Bengal, Osmania, Panjab, Poona, Rajasthan and Saugar. However, all universities have prescribed certain conditions which have to be satisfied before becoming eligible to appear as private candidates.

Will you kindly let me know whether a pass in the I year examination of "Intermediate" Course U.P. will enable me to secure admission into the degree courses in Delhi University?

Om Parkash, Hardwar

No; Delhi University does not recognise the Ist year examination for purposes of admission to their degree Courses.

Will you kindly let me know when the Education Commission is likely to submit its report?

J. A. Jackson, Nagpur.

Broad outlines of its report have already been submitted to the Government. The full report itself is expected to be ready shortly.

In which university in India can I pursue my B.A. studies with Music and Dance?

(K.m.) Sharda Sharma,
Dist. Saharsa

In Rabindra-Bharati, Calcutta and Visva-Bharati, Santiniketan there are Diploma Courses in Music and Dance combined.

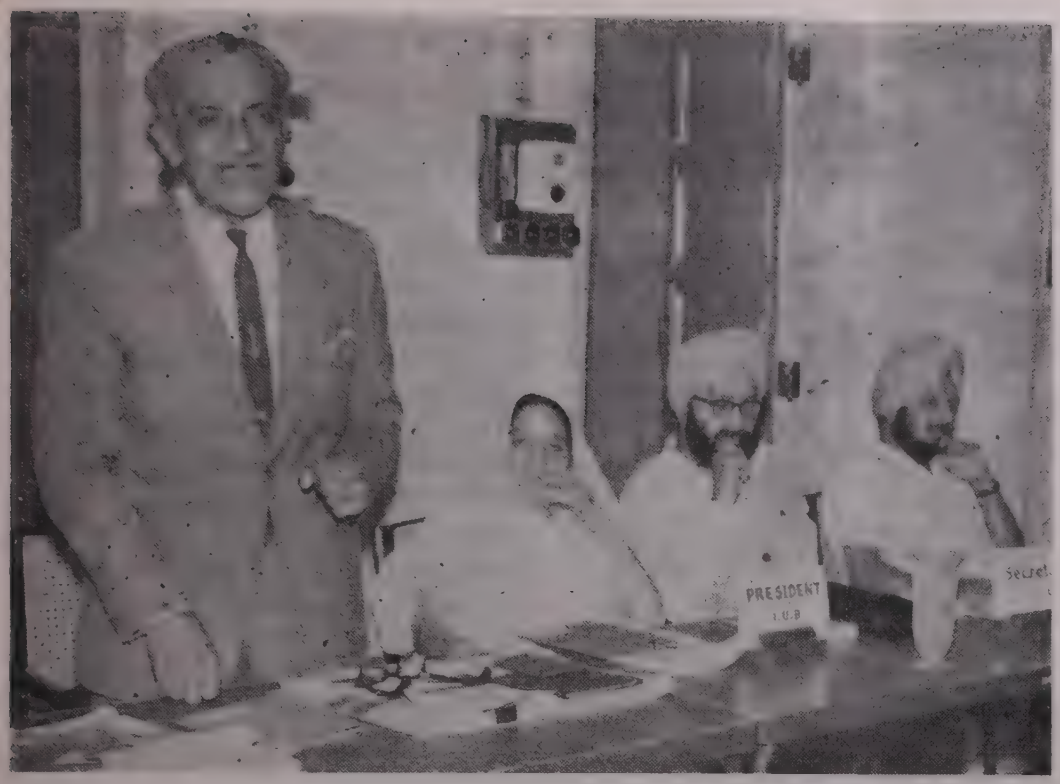
In the Indira Kala Sangeet Vishwavidyalaya, Khairagarh there is a "Vid" Course. Students can offer Vocal Music, Sitar, Sarod, Violin, Israj, Flute, Mridang, Tabla or Kathak Dance.

Bachelor's degree courses in Music are available in the following universities: Annamalai, Banaras, Baroda, Calcutta, Delhi, Madras, Osmania, Poona, Sri Venkateswara and Visva-Bharati.

COLLECTION OF WORKS OF PURAN SINGH

The Punjabi University Patiala, is building up a collection of letters, papers, manuscripts, photographs and first editions of books of Prof. Puran Singh, the great Punjabi poet. A start has been made with the donation of material by the poet's son, Mr. Raminder Singh.

Besides Punjabi Prof. Puran Singh also wrote in English and some of his books such as *The Spirit of Oriental Poetry*, *Seven Baskets of Poems* and *Sisters of the Spinning Wheel*, were published in England. To give incentive to Puran Singh studies and to make available for scholars all the material relating to Prof. Puran Singh, the University wishes to make its collection as comprehensive and complete as possible.



Mr, Vijay Merchant addressing the Inter-University Sports Board meeting at Bombay on May 3, 1966. Seen in the picture are the President of the Inter-University Board of India and Ceylon, Dr. P. V. Thackersey and Dr. Amrik Singh (Secretary)

Summer School for Farm Teachers

The first All-India summer Institute in Agriculture was inaugurated at the Regional College of Education in Mysore recently by Dr. Wayne E. Schroeder, Chief of the U.S. Consultants. The six-week course was jointly organised by the UGC and the National Council of Research and Training in collabration in with USAID. Forty teachars from various agricultural schools in the country attended the course.

In his inaugural address Dr. Schroeder stressed the need for imparting agricultural education at all levels of education. He said any programme of education should be designed to attract farm boys andthese schools should be located near their homes.

Mr.S.A. Khuriashi, Director of Summer Institute, welcomed the gathering and Mr. Daryle Sharp US Consultant,' introduced Dr. Schroeder.

PERSONAL

Mr. A. C. Roy, Principal of Bengal Engineering College, Shilpore has been appointed Vice-Chancellor of North Bengal University. from June 1st 1966 in place of Prof. B.N. Das Gupta.

Dr. K.L. Shrimali, Vice-Chancellor of the university of Mysore, who had gone to U.S A. on deputation has on his return reassumed charge of the office of Vice-Chancellor on April 21, 1966.

Mr. Kripal Singh Narang, Vice-Chancellor of Punjabi University has returned from a six-week visit to the U.S.A. at the invitation of the U.S. Government.

Mr. R.P. Paranjpe, former Viee-Chancellor of Poona University died in Poona on May 6, 1966. He was 91.

Dr. P. Maheshwari, Head of the Department of Botany, Delhi University died in New Delhi on May 18, 1966.

Dr. Gleny K. Bhirokov, an Economist of the institute of Asia, an affiliate of the Academy of Science, Moscow, is now an a two-month visit to India to study **"planning at lower levels".**

Classified Advertisement

University of Baroda

Applications are invited for the follwing posts in the Faculty of Technology and Engineering :

1. **Professor OR Reader in Chemical Engineering : Qualifications: for the** second class Master's degree by papers in Chemical Engineering or an equivalent qualification of a foreign University with five year's experience or a research degree of doctorate standard with three year's experience. Experience of teaching post-graduate classes or research work will be considered as an additional qualification. Desirable qualifications : (a) Proficiency in any two. (i) Unit operations (ii) Thermodynamics (iii) Kinetics, (b) Experience in design of Unit operation equipment and pilot plant (c) Experience of organising a Department of Chemical Engineering. Qualifications for the post of a Reader : A first Class Bechalor's degree in Chemical Engineering with five year's experience of teaching, research or design of pilot plants or a Master's degree in Chemical Engineering with three year's experience of teaching and research. Desirable : A doctorate in Chemical Engineering.

2. **Reader in Applied Mechanics : Qualifications** :—A first Class or Second Class Master's degree in Soil Mechanics Engineering or Foundation Engineering or Concrete Technology of a recognised Indian University or an equivalent qualififfication of a foreign University with five year's experience. doctorate standard with three year's experience. Experieence of teaching post-graduate classes or research work and corporate membership of Institution of Engineers (India) desirable.

3. **Reader in Civil Engineering** :—Qualifications :—A first Class or second class Master's degree in Highways and Bridges or Advanced Irrigation and Hydraulics or Public Health Engineering or a Post-graduate degree or Diploma in Advanced Surveying, and Photogrammetary of a recognised Indian University or an equivalent qualification of a foreign University with five Year's experience or a research degree of doctorate standard with three Year's experience. Experience of teaching post-graduate classes or research work and Corporate membership of Institution of Engineers (India) desirable.

4. **Reader in Mechanical Engineering** :—Qualifications :— A first class or second class Master's degree in Mechanical Engineering preferably in Internal Combustion Engineering, or Refrigeration and Air-conditioning or Tool Engineering or Machine Design of a recognised Indian University or an equivalent qualification of a foreign University with five year's experience or a research degree of doctorate standard with three year's experience. Experience of teaching post-graduate classes or research work and corporate Membership of Institution of Engineers (India) and/or Institution of Mechanical Engineers (London) desirable.

5. **Reader in Electrical Engineering** : Qualifications :—A first class or second class Master's degree in Electrical Engineering or Electronics or Power Engineering or Switch gear design or Servo Mechanism and Automatic Control devices or Electrical Machine design of a recognised Indian University or an equivalent qualification of a foreign University with servomechanism or Instrumentation as an elective subject of specialisation along with five year's experience or a research degree of doctroate standard with three Years' experiance of teaching post graduate classes or resaerch work will be considered an additional qualification. Corporate membership of Institution of Engineers (India) and/or Institution of Electrical Engineers (London) desirable.

6. **Reader in Electrical Engineering (Electronics) (Temporary)** : Qualifications :—A first class or second class Master's degree in Electrical Engineering or Electronics or Telecommunication Engineering of a recognised Indian University or an equivalent qualification of foreign University with electromagnetic theory or transistor circuitaryor micro-wave, technology as subjects of specialisation along with five year's experience or a research degree of doctorate standard with three year's experience. Experience of teaching postgraduate classes or research work will be considered an additional qualification. Corporate membership of Institution of Engineers (India) and/or Institution of Electrical Engineers (London) desirable.

7. **Reader in Chemistry** : Qualifications :—(1) A first or second class Master's degree in Chemistry of an Indian University or an equivalent qualification of a foreign University (2) Either a research degree of doctorate standard or published work of high standard (3) Teaching experience at a University or a College for about 5 years.

8. **Reader in English** :—Qualifications :(1) A first or second class Master's degree in English of an Indian University or an equivalent qualification of a foreign University. (2) Either a research degree of doctorate standard or published experience at a University or a College for about 5 years.

9. **Reader in Architecture**: Qualifications : An A.R.I.B.A. with three years' experience of Design work in a reputed chartered Architect's firm or a G.D. Arch. or B.Arch. with atleast a first class from a recognised University with a minimum of five year's experience in independent charge of Architectural work. One with teaching experience will be preferred. Membership of the Institute of Structural Engineers and/or Town Planning Institute and particular understanding of the problems arising in Architectural Education will be considered as an additional qualificion. at

Grades :—Professor

Post No. 1 Rs. 1000-50-1500 plus D.A. and Reader posts Nos. 1,2,3,4,5,6 and 9 Rs. 600-40-1000-50/2-1150 plus D.A. and for Post Nos. 7 and 8-Rs. 700-400-1100 (No. allowances) .....

General Instructions : A suitable higher start may be considered for candidates with higher qualifications. Candidates already in employment should apply through their present employer. Candidates if called for interview will have to come at their own expense. P.F. benefits will be as per University rules. App.ications on prescribed form available from the Registrar's Office, on receipt of a Crossed Postal Order of Rs. 5 00 should reach the Registrar, M.S. University of Baroda, Baroda-2 on or before the 27th June, 1966.

B. K. Zutshi
UNIVERSITY REGISTRAR

SHRI CHITRAGUPTA DEGREE COLLEGE, MAINPURI

Wanted: The Heads of the Departments Sociology and Political Science and a Lecturer, Department of English and Geography.

Salaries and qualification according to Agra University Rules.

The last date for the submission of adplications is 18th June 1966 and the applications should reach Shri Brijeshwar Sahai Pradhan M.L.A. Secretary, Dariba Mainpuri.

The applications should be on prescribed forms in dnplicate which can be had from the Principal on payment of Rs. 2/- only by M. O.

UNIVERSITY OF POONA

Applications are invited for the following teaching posts in the various Departments of the University :—

DEPARTMENTS	POSTS
1. DEPARTMENT OF CHEMISTRY	1 Reader in Physical Chemistry (Theoretical Chemistry) (Preference will be given to those who have (a) first or High second class M.Sc. in Physics or Physical Chemistry, with spe tion in Quantum Mechanics, (b) Ph. D. or experience of teaching Quantum Chemistry to M.S.c. Class, (c) also expected to develop theoretical research in the Department).
2. DEPARTMENT OF LINGUISTICS	1 Reader in Phonetics and Linguistic Geography. (Preference will be given to those who have (a) good knowledge of both articulat and acoustic phonetics and experience in teaching phonetics, (b) Experience in collecting linguistic material in the field and study of dialects will be considers additional qualification, (c) published material of high quality in these fields to his credit.
3. DEPARTMENT OF MATHEMATICS AND STATISTICS	1 Lecturer in Statistics

PAY SCALE :—

The pay scales attached to these posts are as under and they are inclusive of the Dearness allowance :—

READER	Rs. 700—40—1100
LECTURER	Rs. 400—30—640—40—800

A higher start is permissible in the case of specially qualified a×d experence candidates.

Detailed information regarding minimum qualifications, age limit, etc., will be supplied along with the prescribed application form, on receipt a self addressed envelop (0 X 4) bearing postal stamps worth Rs. 0.45 paise to cover the postage.

The applications must reach the University Office not later than 4*th June* 1966.

N.B. :—1. It will be open to the University to consider the claims of suitable candidates who may not submit a formal application.

2. Those who are employed must submit their application through the proper channel.

3. Candidates, who applied previously for the post of a Lecturer in Statistics, need *not* apply again. Their applications will be considered.

GAHESHKHIND,
POONA-7.
May 13, 1966.

GOLAY,
Registrar.

BANARAS HINDU UNIVERSITY

College of Engineering B.Sc. Engineering : Presribed application forms for admission to the 1st and 2nd year classes of the years Integ. Courses in Technology, leading to the degree of B.Sc. in Engineering with a copy of prospactus for 1st and 2nd year Integ. Courses will be available from the Office of the Principal, Engineering College, Banaras Hindu University, Varanasi-5, (U.P.) on pre-payment of Rs. 3/50 by M.O. or I.P.O. payable to Principal, Engineering College, Malaviya Nagar, P.O., Varanasi-5.

The minimum educational qualiucations required for admission are as follows :—*For Ist Year Integ. Class* :— *A Pass* in :— (1) High Secondary (2) P.U.C. or its equivalent Examination with Physics, Chemistry and Mathematics. For 2nd year Integ. Calss :— *A pass in* :— (1) Pre-Engineering or Pre-Professional courses in Engineering, or (2) I.Sc. Examination or its epuivalent with Physics, Chemistry and Mathematics, or (3) 1st Year Examination of 5 year Integ. Course in Technology, or (4) B.Sc. Part I Examination of 3 years Degree Course conducted by a University with Physics, Chemistry and Mathematics, with at least 50.. marks in each ucience subjects as well as in the aggregate.

Age on Ist October of year of Admission :— For 1st year— Minimum 16 years— Maximum 20 years. For 2nd year— Minimum 17 years— Maximum 21 years.

A candidate may apply even if he has not actually passed the qualifying Examination, but has appeared or is going to appear at such Examination, in anticipation of his passing the Examination. The application for admission must be made on the prescribed from. The last date for receipt of application complete in all respects on the prescribed form in the Office of the Principal of the Engineering College is 15th June 1966. All students are required to live in the hostels of the University, unless specially permitted by the authorities to live sith their parents or guardians.

Post-Graduate Courses in Engineering

The followinr Post-Graduate courses leading to the M.Sc. (Engg.) Degree will be offered in the Engineering College, Banaras Hindu University :—

a) *Civil Engineering* : *with following electives* : (i) Advanced Hydraulics and Hydraulic structures. (ii) Soil Mechanics and Foundation Engineering. iiiutructural Engineering -subject to the approval of the respective authorities)

(b). *Electrical Engineering* : with the following electives : (i). Power Systems. (ii) Applied Electronics and Servomechanisms. (iii) Electrical Machine Design.

(c) *Mechanical Engineering* : Machine Design.

The courses include lectures extending over 1½ years followed bo dissertaton work for which a residence of six months after the written examination is compulsory. Applicants must hold a degree in appropriate branch of Engineering of an University in India or abroad having sccured 60% marks or above. Preference will be given to candidates who have practical training in their respective fields for not less than one year after graduation. Scholarships of the value of Rs. 250/- p.m. are awarded to all the students admitted. The prescribed application form may be obtained from the Principal, Engineering College, B.H.U., on payment of Rs. 3/50 in advance by M.O. or Postal Order. Last date for receipt of the prescribed application form is 9th July 1966.

College of Technology

I. *B. Sc. Chemical Engineering, Silicate Technology and B. Pharm.*

(1) Candidates passing Pre-University courses or Higher Secondary Examination with Physics, Chemistry and Mathematicx, with a minimum of 50% marks in aggregate as well as in Science subjects, are eligible for admission to the 1st Yr. Class of the 5 Yr. Integrated Courses in B. Sc. Chemical Engineering or Silicate Technology. (2) For Admission to the 1st Yr. Class of 4 Yr. Integrated courses in Bachelor of Pharmacy, candidates passing Pre-University course or Higher Secondary with Physics. Chemistry, Mathematics, or Biology with 50% marks in aggregate as well as in Science subjects, are eligible. Age limit for 1st Yr. Integrated Class of the above courses in 16 to 20 on October, 1, 1966. (3) I. Sc.'s with Physics, Chemistry, and Mathematics, with a minimum of 50% marks in aggregate as well as in Science subjects are eligible for admission to the 2nd Year. Class of the 5 Yr. Integrated Courses in B. Sc. (Chemical Engineer) or B. Sc. Silicate Technology in the College of Technology. Age limit 17 years to 21 years on October 1, 1966. (4) I. Pharm.'s or I.Sc. with Physics, Chemistry a Mathematics, or Biology , with %50 marks in aggregate as well as in Science subjects, may apply for admission to 2nd Yr. Class of the 4 Yr. Integrated courses of B. Pharm. Last date for submission of applications on prescribed forms of above course to the Principal of the College is 15th June, 1966. Age limit for admission to II Yr. courses in 17 to 21 years on October 1, 1966.

II. *M. Pharm. and M. Sc. Tech. (Class) and M. Sc. Tech. (Ceramics)* : B. Pahrm. or equivalent degree recognised by the University will be eligible for admission to M. Pharm. course of 2 Yr. duration. B. Sc. Silicate Technology or B.Sc. Class or Ceramics, are eligible for admission to M.S.c. (Glass) or M.S.c. (Ceramics) of one year duration. Last date for the submission of applications for M. Pharm. or M.Sc. (Glass) or M.Sc. Tech. (Ceramics) is 20th June 1966.

III. *M. Sc. (Chemical Engineering)*: B.Sc. (Chemical Engineering) or any other degree recognised as equivalent thereof by this University will be eligible for admission to M.Sc. (Chem. Engg.) course of 2 Yrs. duration. Last date for submission of application forms for M.Sc. (Chemical Engineering) is 20th June, 1966.

Candidates admitted to M.Sc. Chemical Engineering and M. Pharm. will be awarded scholarship of Rs. 250/- p.m.

College of Mining & Metallurgy

A. *Admission to the I and II Year (Integrated) Courses in Mining and Metallurgical Engineering* : Admission s ti the 1st and 2nd year Classes of the Five-Year Integrated Courses leading to the B.Sc. (Mining Engineering) and B.Sc. (Metallurgical Engineering) Degrees will be made at the above College.Students will be assigned to the Mining Engineering or Metallurgical Engineering course at the beginning of the 3rd year on the basis of their performance at the 2nd year annual examination, taking into consideration their preference of the subject. Admission to the 2nd year will be made directly to the Mining or Metallurgical Engineering Course this year only. Candidates must have attained the age of 16 for admission to the 1st Yr. and the age of 17 for admission to 2nd year on 1-10-1966. Those who are above the age of 20 years and 21 years on 1-10-1966 will not be admitted to the 1st year and the 2nd year course respectively. Candidates may apply for admission even if they have not actually passed the qualifying examination, in anticipation of their passing the same. They should possess robust health and satisfy the requirements of physical fitness laid down in the Application Form. The minimum educational qualifications for admission to these courses are as under :—

For the First Year : (i) the Pre-University Examination in Science of the Banaras Hindu University with Physics, Chemistry and Mathematics ; or (ii) the Senior Cambridge Examination or the Indian School Certificate Examination of the University of Cambridge with Physics, Chemistry and Mathematics ; or (iii) such other examinations conducted by either Universities or Boards of Education in the Indian Union which are declared by the Standing Committee of the Academic Council as equivalent to the Pre-University Examination in Science of the Banaras Hindu University.

The candidates should have obtained at least 50% marks both in Science subjects as well as in the aggregate.

For the Second Year : (i) the 1st year University Examination of the five-year Integrated Courses in Technology ; or (ii) the Pre-Engineering or Pre-Professional Course in Engineering ; or (iii) the I.Sc. Examination with Physics, Chemistry and Mathematics ; or (iv) B.Sc. Part I Examination of the three-year Degree Course with Physics, Chemistry and Mathematics.

The candidates should have obtained atleast 50% marks both in the Science subjects as well as in the aggregate.

B. *Admission to the M. Sc. (Mining Engineering)*

The Department of Mining of this College offers two courses leading to the M. Sc. Degree in Mining Engineering. One is in Coal Mining and the other in Metalliferous Mining. The duration of each course will be two academic sessions, including the period of dissertation work. The minimum qualification for admission will be B. Sc. (Mining Engineering) Examination or an equivalent Examination of any University or Institution in the Indian Union or abroad, with a minimum 60% marks in the aggregate. Scholarships, of the value of Rs. 250/- per month, are available to the candidates admitted to these courses.

C. *Admission to the M. Sc. (Metallurgical Engineering Courses* :

The Department of etallurgy of the College offers two courses leading to the M.Sc. degree in Metallurgical Engineering.One is in Ferrous Production Metallurgy and the other in Physical Metallurgy. The duration of each course will be 18 months, including the period of dissertation work. The minimum qualification for admission will be a Bachelor's Degree in Metallurgical Engineering awarded by the Universities of Banaras, Bihar, Ranchi, Calcutta, Saugar and Poona or the equivalent degree awarded by the Indian Institutes of Technology at Kharagpur, Bombay, Madras and Kanpur, as also the Indian Institute of Science, Bangalore, with a minimum of 60% marks in the aggregate. Scholarships, of the value of Rs. 250/- p.m. are available to the candidates admitted to these courses.

D. *General Instructions* : Applications for admission to any of the above courses must be made on the prescribed form obtainable together with the prospectus from the Principal of the College on pre-payment of a crossed Indian Postal Order for Rs. 3.50 drawn in favour of the Principal, College of Mining & Metallurgy, Banaras Hindu University, Varanasi-5" and payable at the "Malviya Nagar Post Office" of the University Campus. The last date for a submission of the application form duly completed in all respects is 15th June and 9th July 1966 for the B..Sc. and M.Sc. Courses respectively.

COLLEGE OF AGRICULTU RE

B. Sc. (Ag.) Four Year Integrated Course :—

Admission to B.Sc. (Ag) Part I Integrated course is open to candidates who have passed one of the following Examinations :— (1) Pre-University (Science) (2) Senior Cambridge (Science) (3) Higher Secondary (Science) Age limit to B.Sc. (Ag) Pt. I Course is 17 to 20 years. on 1-10-66. Admission to B.Sc. (Ag.) Part II Integrated course is open to candidates who have passed one of the following Examinations :— (1) B.Sc. (Ag.) Part I Integrated (2) Intermediate in Science. The combinations allowed are :— Biology, Physics and Chemistry, Botany or Zoology, Chemistry, Physics or Mathematics ; Physics, Chemistry and Natural Sciences Chemistry, Biology and Agriculture and Biology, Chemistry and Geology.

M.Sc. (Ag.) two-year degree course in the following subjects :— (1) Plant Physiology, (2) Plant Pathology, (3) Agronomy, (4) Agricultural Economics, (5) Agricultural Botany, (6) Agricultural Chemistry.

Minimum qualification for admission :— B.Sc. (Ag.) with 45% marks in the aggregate and 50% marks in the subject selected.

Applications on prescribed form, available from the Principal, College of Agriculture, or Public Relation Officer, Banaras Hindu University on payment of Rs. 3.50 should reach the office of the Principal, College of Agriculture, Banaras Hindu University by July 5, 1966. I class students admitted to B.Sc. (Ag.) Part I & II of the 4 year Integrated Course in Agriculture at this College are eligible to apply and obtain I.C.A.R. Scholarship of the value of Rs. 75/- p.m. provided the income of their parents is not above Rs. 500/-p.m. Those whose parent's income range between Rs. 501/- find 1000/- are eligible to half of the Scholarship award.

College of Medical Sciences

Only those candidates would be admitted to the 1st year of the M.B.B.S. Course of the College of Medical Sciences who pass the Pre-Medical Test to be conducted on 24th & 25th June, 1966. Only those candidates will be eligible to appear at the P.M.T. (Pre-Medical Test) who complete 17 years on 1st October, 1966 and who have passed I.Sc. or Pre-Medical or equivalent examinations with English, Physics, Biology and Chemistry (Inorganic and Organic) obtaining 50.. marks in aggregate. Candidates who wish to appear at the P.M.T. should apply with crossed postal order of Rs. 1/- for application form to the Principal, College of Medical Sciences, B.H.U. Last date for receipt of completed P.M.T. form is 16th June, 1966. The application form filled in by candidate in his own handwritting should be sent under Registered cover superscribed "Application for the Pre-Medical Test, College of Medical Sciences" together with a fee of Rs. 15/- in crossed postal order payable to the Registrar, B.H.U. The fee of Rs. 151 will not be refunded. Applications without fees will not be considered. The Admit-cards for P.M.T. may be obtained from the Controller of Examinations on 23-6-66 by the candidates in person.

The Pre-medical Test will be held in the following subjects : (1) Physics, (2) Chemistry, (3) Biology and (4) English carrying 100 marks each. The general standard of the P.M.T. will be that of Pre-Medical Course examination of B.H.U. or equivalent examinations. Candidates passing the Pre-Medical Course Examination of B.H.U. are admitted directly provided they secure 60..marks subject to a limit of 50.. of the total number of admissions. Admission of suchts udents will be made in order of merit. No detailed syllabus for the examination has been prescribed. Candidates will be selected in order of merit on the basis of aggregate marks secured at the P.M.T. Selected candidates shall be admitted to the College subject to (1) Medical fitness to be decided by the Medical Board appointed by the Principal ; (2) Deposit of fees of Rs. 225/- by the 16th July, 1966 (details given in the prospectus). The 1st Year classes of M.B.B.S. will be started from 20th July, 1966. 2. A maximum of 5 A.B.M.S. under-graduate students and A.B.M.S. graduates of B.H.U. who have passed I.Sc. with English, Physics, Chemistry and Biology may also be admitted to the above course. They are exempted from P.M.T. Such candidates should not ordinarily be above 28 years of age. 3. Before candidates are admitted to the M.B.B.S. course, they will be medically examined by 16th July, 1966.

Post Graduate Institute of Indian Medicine

The next session of the Post-graduate Course in Ayurveda will start from 9th July, 1966. Applications should be made on the prescribed forms which can be obtained along with the Prospectus from the office of the Director, Post Graduate Institute of Indian Medicine, Banaras Hindu University, Varanasi-5, on prepayment of Rs. 2.50 paise payable through Indian Postal Order. Applications will be received upto 30-6-1966. Admissions are open to following degree holders :—I—M.B.B.S. II— (a) A.M.S. (b) A.B.M.S. or (c) cquivalent degree holders provided that the candidates mentioned under clause II have passed Intermediate with Science or Sanskrit or Equivalent examinations recognised by the Banaras Hindu University. The selection will be made on merit and the candidates called for interview will have to appear at their own expense. A scholarship of Rs. 200/- per month shall be awarded to each selected candidate for the course of study, provided the progress is satisfactory. Duration of the course is 3 academic years. xaminations to be offered : First Examination at the end of the first year ; Second

examination along with a Thesis at the end of two years after the First Examination. On completion of the Post Graduate Course in Ayurveda, the candidates who pass the Second Examination will be awarded the Degree of Doctor in Ayurvedic Medicine (D. Ay. M.). The selected candidates shall have to execute a bond with the University ensuring the prosecution of study for three years.

Central Hindu College

Admission to (1) P.U.C. Arts (2) B.A./B.Com. 3 Year degree course (3) M.A. in English, Hindi, Economics, History, Politics, Sociology, Philosophy, Psychology, Geography, Mathematics, Statistics, Arabic, Persian & M. Com. and (4) Diploma Course in Physical Education and in various subjects will be made in the Central Hindu College during the session 1966-67.

(1) Admission or High School or equivalent examination passed candidates may apply for admission to the P.U.C. Arts (2) P.U.C. or Higher Secondary examination passed candidates are admitted to B.A.:B. Com. Part I (3) I.A.'s/I.Sc.'s I.Com.'s are admitted to B.A./B.Com. Part II respectively (4) B.A./B.Com. candidates admitted to M.A./M.Com. respectively. Candidadates seeking admission to M.A./M.Com. classes in any subject must have obtained 45.. in the aggregate in B.A./ B. Com. examination and 45.. in the subject offered. (5) Candidates holding a bachelor's degree in Arts, Science, Commerce and Agriculture are admitted to Diploma Course in Physical Education. Diploma courses which are available in the following subjects are open to regular students of the University and to such outsiders who are recommended for admission by the respective Heads of the Departments : Hindi, French, German, Chinese and Statistical Methods. Research facilities available for a limited number of Research students in each department. A few fellowships are also available.

Minimum age 15 years on 1st October, 1966 for P.U.C., 16 years on above date for B.A./B.Com. I and 19 years on the above date for M.A./M. Com. and Diploma Course in Physical Education candidates. Last date of receipt of applications for M. Com. Prev. and M.A. (Prev) Psychology is 30th June 1966 ; for other courses the last date of receipt of applications is 5th July, 1966.

Sanskrit Mahavidyalaya

Admission in the session 1966-67 shall be made to the following courses :- 1. Madhyama 2. Shastri 3. Acharya 4. Karmakanda Shastri 5. Paurohitya Ratna 6. Chakravarti (Research) 7. Vachaspati (Research)

Admission to Vachaspati and Chakravarti Degree in every subject by research will be done by Research Degree Committee. Instruction is provided in Veda (Rig, Sam, Shukla and Krishna Yajurveda), Darshan (Vedant, Nyaya, Sankhya-yoga-Puran-Itihas, Jain and Baudh Darshan), Mimansa, Dharmashastra, Karmakanda Shastri, Vyakaran, Jyotish (Phalita & Ganita), History of Sanskrit Literature, Hindi & English. No Tution or Hostel fee charged. Stipends to selected students. Application form can be had from the Principal, Sanskrit Mahavidyalaya, Banaras Hindu University free of cost and prospectus on payment of Rs. 1.25. Last date for the receipt of application form for admission to the Sanskrit Mahavidyalaya is 15th July, 1966.

Women's College

Admission will be made to the (1) Pre-University Arts and Science (2) Parts I & II of B.A./B. Sc. 3 year Degree Courses. High School with Arts or Science or equivalent examination passed candidates may be admitted to P.U.C. Arts/ Science respectively. Pre-University or Higher Secondary Arts/ Science candidates may be admitted to B.A./B.Sc. Part I respectively. Those passing I.A.:I.Sc. may seek admission to B.A./B.Sc. Part II respectively. Minimum age for B.A./B.Sc. Part I is 16 years on 1st October 1966, for P.U.C. (Arts and Science) 15 years on the above date. There is bus arrangement for day scholars ; hostel accommodation available to boarders within the College premises. Application forms may be had from the Principal, Women's College on payment of Rs. 2.50 p. The last date for submission of forms is 6th July 1966.

College of Music and Fine Arts

The College admits students who have passed High School or equivalent examination to the following new courses in Music and Fine Arts :

Bhartiya (*Hindustani*) *Sangeeta* : (1) Diploma Course of three year's duration in Vocabl and Instrumental Music. (2) B. Mus. Degree Course of three year's duration. (3) M. Mus. Degree Course of two year's duration (4) D. Mus. Degree Course of two year's duration— In this most emphasis is given on Practical Music. (5) Research Degree Ph. D. by thesis after M. Mus.

Karnatak Sangeeta : (1) Diploma Course in Vocal Music. Three Year's duration (2) Diploma Course in Instrumental Music (Violin/Veena/Mridangam) Three Year's Course.

The College also admits student who have pased High School or equivalent Examination to the basic courses of the five years integrated course in Painting, Plastic Arts (Sculpture) and Applied Arts.

(1) *Two years basic course* (2) *Three Years degree course* (a) Bachelor in Fine Arts (Painting) (b) Bachelor in Plastic Arts (Sculpture) (c) Bachelor in Applied Arts. Minimum age for admission is 17 years. Maximum age for admission is 20 years. Number of seats with First year of basic course are 30 (thirty). There will be a test examination for admission to the different classes in Fine Arts. The dates of test examination are 27th to 29th July 1966. The Admission Application Form alonga copy of the Prospectus can be had on aplication to the Principal College of Music & Fine Arts, on pre-payment of Rs. 2.50 P. by Money Order or Postal Order. The last date for receipt of application form duly filled in, in the Office of the Principal is 25th July, 1966. Hostel accommodation is provided to the students of the College.

College of Science

Candidates who have passed High School or Admission or an equivalent examination are eligible to seek admission to P.U.C. Science. Those who have passed the Pre-University Course or Higher Secondary cxaWination in Science or any other examination equivalent to P.U.C. cxaminatiôn in Science of the Banaras Hindu University are eligible to seek admission to Part of I of B. Sc. Three Year Degree Courses and to one year Pre-Medical Course. The candidates who have passed I. Sa. may seek admission to Part II of B. Sc. Three Year Degree Course. MiniWumage of candidates for admission to P.U.C. in Science is 15 years and for Part I of the B.Sc. Course and Pre-Medical Course is 16 years on October 1, 1966. Candidates who are above 20 Years on 1-10-66 shall not be adWitted to Pre-Medical Course. Applications on prescribed forms should reach the Principal, College of Science, B.H.U. on or before *July* 6, 1966.

Admission to M.Sc. (Previous) Courses in CheWistry, Bio-Chemistry, Physics, Spectroscopy, Botany, Zoology, Geography, Geology, Geophysics, Mathematics and Statistics are made by the respective Heads of the Departments on the basis of merit. Candidates who have secured at the B.Sc. examination 45% in the aggregate and 50% in the subject offered are eligible for consi-

deration. For admission to M.S. (Previous) Geophysics, candidates must have secured 45% in each of the subjects of Physics, Mathematics and Geolog and 50% in the aggregate at the B.Sc. examination. For admission to M.Sc. (Previous) Chemistry Course, a candidate must have offered Physics Mathematics and Chemistry at B.Sc. Examination and for Zoology the candidate must have offered Chemistry, Zoology and any other third Science subject at the B.Sc. Examination. For Bio-Chemistry 45% in aggregat and 50 in Chemistry or Bio-Chemistry. Minimum age of of candidates for admission to M.Sc. (Previous) Course is 19 years on 1-10-1966. (This age limit will not apply to those who have possed B.Sc. Three Year Degree Course of this University after direct admission in to B.Sc. Pt. II or to those who have passed Two years degree course of this University or of any other University) Applications on prescribed form should reach the Heads of the respective Departments on or before July 6, 1966.

The last date for receipt of applications from repeaters and candidates passing at the supplementary examination shall be within 10 days of the date of declaration of their respective results or the date given above, whichever is later.

The students who will be promoted to the next higher classes are advised to send the first instalment of fees to th Accounts Officer, B.H.U. on or before 30th June, 1966. Only the names of those students who pay their first instalment of fees by the said date viz. 30-6-1966, will be taken on College Roll.

Facilities for advanced study and research exist in all the Departments. Suitable research fellowships are available for deserving scholars pursuing higher research. Candidates intending to enrol for Ph. D. may apply to the respective Heads of the Departments in July or December during the session. Their admission will be subject to the approval of the Research Degree Committee of the University.

The last date of receipt of applications for the Diploma Course in Spectroscopy and Statistics shall be annon ced by respective Heads of the Depar ments on the Notice Boards of the Departments/College. Application forms along with Prospectus of the various Science Courses can be had from the Principal, College of Science, B.H.U. on pre-payment of Rs. 2.50 Paise per application form along with relevant Prospectus.

College of Indology

The College is mainly meant for Post-Graduate teaching and Research, and admits students to the following courses of studies and also to the following Diploma and Certificate Courses :

Post -Gradiate Degree—M.A. :, (1) SANSKRIT : B.A. with Sanskrit, or Pali, or Prakrit, or Shastracharya of B.H.U. or a degree in Sanskrit recognised by the B.H.U. as equivalent to it. (2) PALI : B.A. with Pali, Sanskrit or Prekrit, or Shastracharya, or Acharya in Vyakarana, Sahitya, Darshan and Veda, or B.A. and Shastri. (3) ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY : B.A. with Ancient Indian History, Culture, or Sanskrit, or Pali, or Prakrit, or Histoty, or Philosophy, or Politics, or Sociology, Archaeology, or Anthropology, Shastries of Vidyapeeth with any one of the subjects mentioned above. (4) INDIAN PHILOSOPHY AND RELIGION : B.A. with Philosophy, or Psychology, or Sanskrit, or Pali, or Shastracharya with Darshan, or Acharya with Darshan. (5) ART AND ARCHITECTURE : B.A. with Ancient Indian History and Culture, or Sanskrit, or History, or Pali, or Prakrit, or Philosophy, or Psychology, or Archaeology, or Anthropology, or Shastri of Vidyapeeth with one of the subjects mentioned above.

The College also provides research facilities leading to Ph. D. and D. Litt. Degrees in : (1) Sanskrit, (2) Pali, (3) Ancient Indian History, Culture and Archaeology, (4) Indian Philosophy and Religion, and (5) Art and Architecture.

Diploma Courses : The College also provides teaching facilities for DIPLOMA courses in : (1) Indian Philosophy & Religion (Admission to this course is open to Graduates only), (2) Archaeology (this course is open to candidates who have passed M.A. examination in History, or Ancient Indian History, Culture and Archaeology or Sanskrit), (3) Numismatics (this course is open to Graduates in History and Ancient Indian History and Culture obtaining at least 50% marks), and (4) Indian Hitory and Culture (this course is open to Indian Graduates and Graduates or advanced students from foreign countries).

Certificate Courses : This College also provides teaching facilities for th CcRTIFICATE COURSE in the following ASIAN LANGUAGES: (1) Burmese, (2) Singhalese, (3) Thai, (4) Mongolian, (5) Old-Javanese, (6) Khmer (Cambodian), (7) Indonesian, (8) Tibetan, (9) Japanese and (10) Chinese. These courses are open to candidates who have passeJ at least High School or equivalent examinations. This is open to University students (who have joined some other course in the University) as well as to outsiders who join the course as a regular student.

LAW COLLEGE

(i) LL.B. 2-Year 4-term : Minimum admission qualification : Graduate degree. LL. B. (Old Course) Finl : LAST YEAR OF REGULAR INSTRUCTIONS.

(ii) LL.M. — 1-year 2-term for those having an LL.B. degree equivalent to the un-enforced 3-year 6-term LL.B. degree of the Banaras Hindu University. 2 year 4-term for those having an LL.B. degree equivalent to the current 2-year 4-term LL.B. degree of the Banaras Hindu University.

(iii) Ph. D.—Minimum residence requirement of 2 years. Minimum admission qualification : LL.M. degree of Banaras Hindu University or equivalent degree of other universities recognised for the purpose.

There are provisions for 12 scholarships to LL.B. students .. Rs. 75/-p.m., 6 scholarships to LL.M. students ..Rs. Rs. 100/- p.m., 3 schllarships to Ph.D. students .. Rs. 200/- p.m. and free studentships for 20.. of students on the rolls. Last date for receipt of application for admission to LL.B. Previous is 6th July, 1966 and for LL.M. is 9th July 1966. Last date for application for registration for Ph. D. is 31st July and 31st December each year.

ADMISSION NOTICE

Indian School of International Studies

Applications are invited for Admission to the School for the academic year beginning 14th October 1966. The School offers facilities for study of International Relations and Area Studies leading to the Ph.D.Degree of the School. Facilities are provided for research in East Asian Studies, South East Asian Studies, West Asian Studies, South Asian Studies. Central Asian Studies, American Studies, Soviet Studies, Commonwealth Studies, European Affairs and in International Politics and Organization, International Economics, and Internationsl Law.

Applicants should possess a first class Master's degree in any of the following subjects : History, Political Science, Public Administration, Economic International Relations, Sociology, Law Geography and African Studies. Candidates with a lower class may be considered also if they have teaching or research experience. A limited number of scholarships ranging in value from Rs. 200/- to Rs. 300/- per month are available.

Preference will be given those to who possess teaching and rseach experience There is provision for admission of candidates who are employed in Delhi.

Applications on prescribed form obtainable from the Registrar, Indian School of International Studies, Sapru House, Barakhamba Road, New Delhi-1, on payment of Re. 1.00 should reach him by 11th July 1966.

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the Professorship of Modern Indian History in the scale of Rs. 1000—50—1500. City Compensatory, House Rent Allowances and Provident Fund benefit admissible according to the University rules in force from time to time. The post has been sanctioned under the IVth Plan i.e. for the period ending 28-2-1971 for the present but is likely to continue thereafter.

Qualifications :

" A Scholar of eminence. Independent published work of high standard and experience of teaching post-graduate classes and guiding research for a considerable period-desirable."

The prescribed application form may be had from the Registrar's Office either personally or by sending a self-addressed envelope and stamps worth 70 Paise to cover the postage.

Applications (on the prescribed form) should reach the Registrar, University of Delhi, Delhi-7 not later than the 11th June, 1966.

NOTE : It will be open to the University to consider names of suitable candidates who may hot have applied. Relxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

UNIVERSITY OF RAJASTHAN

Applications are invited (through proper channel in case of candidates already in employment) upto 22nd June, 1966, on prescribed form available on pre-payment of Rs. 4/- for the posts of (1) Professors in Economics and Statistics, in the grade of Rs. 1000—50—1500, (2) Readers in History and Indian Culture, Geography and Geology, in the grade of Rs. 700—40—1100 and (3) Lecturers in English, Economics, General Educatio, Home Science, Music (Vocal), Sociology, Public Administration, Commerce, Philosophy, physics and French in the grade of Rs. 400—30—640—40—800. Benefit of University provident Fund according to rules. The post of Lecturer in Music is temporary for one session.

Qualifications— Professors— I or II class Master's degree in the subject with Research degree of Doctorate standard or published works of high standard and at least 10 year's experience of teaching post-graduate classes and experience of guiding research. *Readers*– I or II class Master's degree in the subject with Research degree of Doctorate standard or published works of merit and five year's experience of teaching post-graduate classes and experien of guiding research. *Lecturers* (except for Music, Home Science and French I or II class Master's degree in the subject (in one of the branches of Natural Sciences in the case of General Education and Psychology in the case of Philosophy) with at least three year's teaching experience of degree classes. For Music, Home Science and French the details of minimum qualifications will be available on request.

Additional Qualifications & Specialisations

(i) Professor in Statistics —specialisation or some experience in the field of applied Statistics.

(ii) Reader in History—specialisation in either Modern Indian History or Ancient Indian History.

(iii) Reader in Geology — Post-graduate teaching in Mining Geology and preferably a Doctor's degree in some applied aspect of Geology

(iv) Lecturer in Public Administration— Specialisation in Administrative theory or International administration or Local Government. Knowledge of Hindi and capacity to teach degree classes in Hindi is essential.

(v) Lecturers in Commerce— Specialisation in (a) Accountancy and Statistics Or. (b) Applied Economics and Finance. Or (c) Business Administration.

Qualifications are relaxable at the discretion of the Selection Committee. Women candidates will be given preference for appointment in University Maharani's College. Convassing in any form will be a disqualification.

(C.L. SINGHAL)
Registrar

No. 19477-572 D *Dated, 20th May.*66

JOB INDEX

Subject	*Post*	*University*
Chemical Eng.	Professors	Baroda, Delhi, Rajasthan
Modern History, Economics, Statistics		
Civil Mechanical and Electrical Engineering, Chemistry, English, Architecture, Physical Chemistry Phonetics, Linguistics, Geography, History, Indian Culture	Readers	Baroda, Poona
Mathematics, Statistics, Sociology, Political Science, English, Economics, Home Science, Music, Commerce, Philosophy, Physics, French	Lecturers	Agra, Poona, Rajasthan

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BOOKS—INDIGENOUS AND FOREIGN

By Our Special Correspondent

As these lines are being written, consultations are in progress between the Government of India and the All-India Federation of Publishers and Booksellers. The government is not in favour of the booksellers charging Rs. 1/25 per shilling and Rs. 8/- per dollar from customers, because these figures are higher than the official exchange rate. The booksellers, on the other hand, maintain that unless these rates are accepted by the government and the public they would not have the margin of profit necessary to keep them afloat in business.

According to press reports, the Government of India propose to give handsome import licences to universities and other cultural and educational institutions for direct import of books. This is being resented by the book trade. The Government is, however, prepared to withdraw this favour to non-trade channels, provided the trade promises to behave and brings down the exchange rate to the official level. In other words, if the trade is prepared to accept the figure laid down by the Government of India, this concession to universities and other institutions which is proposed to be given will be withdrawn.

It was against this background that I was asked by the Editor of *University News* to contact people in the book trade and educational institutions to get their reactions to the proposals under discussion

SUPPLEMENT

This issue of University News includes a 16-page supplement on Education Commission's recommendations for reorganisation of the educational system at University level. Parts of the text of the report are reproduced here for the benefit of our readers.



Participants in the Workshop of Principals which met at Bangalore from May 16 to June 4, 1966

Single Copy 50 paisa

and to pose the issue in the wider context of things.

An interesting argument given by the Federation of Publishers and Booksellers Associations in India is that if educational institutions are allowed to import books and journals directly, they will not be able to get those trade terms (going up to even 40 per cent of the published price) which the established book importers can now get. Consequently, the country would spend more on the import of books and the profit which would otherwise have accrued to the indigenous book trade would now go to the foreign publisher. In the bargain the educational institutions will not be able to have that free range of choice which the book trade is now able to afford them.

This line of reasoning is not accepted by the Government who maintain that the book trade has no right to overcharge the customers. When contacted, the Librarian of a leading Delhi library did not feel interested in this aspect of the controversy. According to him, the important thing is to ensure that books continue to be available to libraries as freely as they were before. Strictly speaking, he was not interested in the mechanics of how this was to be done. However, he went on to disagree with the Prime Minister's suggestion that textbooks ought be produced under the auspices of the Ministry of Education. According to him, such a job can be best handled by an autonomous body and not by a governmental agency.

Another suggestion made in the columns of various newspapers by those interested in keeping the free flow of books is that the government should subsidise the import of books to such an extent that as far as 'serious' books are concerned they should be imported at the rates which prevailed before devaluation. The snag about this proposal is: how does one distinguish 'serious' books from 'non-serious' books?

Correct Policy

Consequently, the problem is now much more complicated than it was before the devaluation. It cannot be maintained with a show of reason that before devaluation everything was ideal. Apart from other things, indigenous book production was suffering as a result of the Cheap Reprint Programme initiated by the Americans and the British. At the same time, there is no dearth of people who would maintain that these cheap reprints were doing immense good to the country by making good books available cheaply. Today, those who stand for indigenous production of textbooks have to justify such a programme in terms of high standards and those who stand for cheap reprinting of foreign textbooks have to prove that all such books are distinctly superior to the local ones. In this situation it is difficult to say what is the correct policy to follow. After devaluation it has become even more difficult to say how the demands of indigenous book production can be balanced against the import of foreign textbooks at high prices.

The problem is indeed so involved that perhaps a meeting of various interests which have a stake in the matter should be convened by the Ministry of Education. Amongst those invited to this meeting should be: Indian publishers, foreign publishers with branches in India, the American, the British and the Soviet agencies subsidising cheap reprinting of books, the Inter-University Board of India, the University Grants Commission, the Planning Commission, the National Book Trust and a few important individuals known for their knowledge of these matters. The problem has to be considered in relation to the needs of students, the ability of Indian authors to write suitable textbooks, the capacity of the Indian book trade to handle the organisational programme and the great importance of continuing to be able to get books from abroad without either excessive profiteering or undue restrictions.

FACILITIES FOR TECHNICAL EDUCATION

According to the Ministry of Education's latest survey of facilities for Technical Education in India, 133 institutions were conducting first degree or equivalent courses in engineering and technology during the academic year 1965-66. They had a total admission capacity of 24,695 students. The actual admissions, however, were 23,315.

The number of institutions offering diploma courses was 274, with a total admission capacity of 48,048 students. The actual admissions were 43,984. The output of graduates at the end of 1964-65 was 10,282 and that of diploma-holders 17,699.

A target of 20,000 admissions to degree courses and 40,000 admissions to diploma courses by the end of Third Five Year Plan, viz., 1965-66 was set in the beginning of the Third Plan period. To achieve this target, 19 new engineering colleges (including seven more Regional Colleges) and 80 new Polytechnics were proposed to be established.

When National Emergency was declared, the defence efforts of the country demanded even larger numbers of engineers and technicians. The targets were subsequently raised and it was decided to expand facilities for technical education so as to provide for at least 25,000 admissions to degree courses and about 50,000 admissions to diploma courses. A scheme was accordingly formulated and implemented to expand the admission capacity of existing institutions and to establish 23 engineering colleges and 94 polytechnics.

A scheme of part-time courses for degree and diploma in engineering and technology was also undertaken. Twenty-one Engineering Colleges and 75 Polytechnics had started functioning by the end of 1965-66. Though 23 colleges and 94 polytechnics envisaged earlier for Third Plan period could not be started for certain unavoidable difficulties, the physical target for admissions could be achieved by expansion of the facilities in the existing institutions.

UNIVERSITIES AND THE STATE

G. S. Mahajani, Vice-Chancellor, University of Udaipur

Universities, as we now think of them, have been in existence for over six centuries, and during this period they have enjoyed and claimed the right to decide for themselves:

> 'Who may teach,
> What may be taught,
> How it shall be taught,
> and Who may be taught.'

This is an excellent summary of the four academic freedoms written by the late J.B. Davie of Cape Town. There are centuries of precedent for these claims and in many countries these claims are confirmed by the Constitutions governing the Universities. And yet, University autonomy—freedom from municipal and political interference—is one of the perennials on the agenda of our educational conferences and congresses. The fact is that no academic gaint of any age can be expected to say the last word on a problem in human affairs. As times change, solutions once accepted have to be restated in appropriate terms so that the emerging social framework does not obliterate the principles involved.

Features

The significant features of our changed times is that the common man has come into his own. This shift in social structure is evidenced in two directions. In politics we have travelled a good distance towards the ideal of a welfare State: in education, Universities no longer function in isolation, insensitive to public opinion. Even a casual observer can notice that since the days of the birth of the Universities of Oxford and Cambridge to our modern times of the Red-brick and American State Universities, almost a revolution has taken place in regard to their functions. The position today is somewhat as follows.

The State, while mainly concerned with the spread of basic, primary education, has also to shoulder considerable burden in respect of higher education and research. The Universities on their part, while mainly responsible for higher education and research, have also come to accept the additional duty of extension—"of securing that a large and increased number of classes and groups outside their campus profit from their researches." This role of serving the community, in addition to their two-fold function of teaching and research has projected a vast area in which the State and Universities have to work in cooperation. We may put down explicitly the elements in the present situation:

(*i*) Transmission of existing knowledge and research are not the only duties of Universities. They have to do the extension work of making the fruits of knowledge available to the common man.

(*ii*) The entrants to Universities have increased and will continue to grow.

(*iii*) The number of teachers can no longer be few and not all voluntary as in the ancient times. The supply of right type of teachers is a problem.

(*iv*) Owing to the increase in their numbers and functions, Universities have come to depend on the State for finance.

(*v*) The State being democratic, Universities cannot function in isolation.

(*vi*) Universities have become partners of the State in the service of the community.

We have, in effect, moved into an era in which the solution of our academic and socio-economic problems will increasingly depend not so much on the respective independence as on the joint collaboration of Universities and the State. I mention all these because there is a real danger of our weakening the case of University autonomy by overstating it. I should in this connection commend the approach of Sir Walter Moberley to this question of relations of the State and the University. In the Congress of (Commonwealth) Universities in 1948, he opened the discussion on this topic, and what he said is almost classic. One can hardly add to it or subtract from it with any justification. He made three basic assumptions and no apology is necessary for quoting in full that part of his statement.

Degree of Autonomy

"On any showing Universities are powerful and influential corporations and they perform functions which are of high public importance, so that in no country can the supreme political authority be completely disinterested in the affairs of the Universities. It does and must exercise a measure of supervision over them. Nowhere is University autonomy absolute or unconditional. That is the first of my assumptions.

"My second assumption is that a high degree of autonomy is absolutely necessary of the functions of Universities are to be properly performed.

"My third assumption is that for the maintenance of this autonomy, vigilance is always necessary. Anything which threatens the autonomy of Universities must be resisted, whatever form it takes. It may be political interference, It may be just tidy minded

administration, the passion for standardisation. It may be an uninstructed popular outcry for some quick and tangible results. It may be only a flattering but quite crushing demand made for services of all kinds. In all these ways demands may be made upon Universities which are inconsistent with the carrying out of their function, as they understand it, and all these demands must be resisted."

How and Why

Two questions arise: 'How and Why.' What resistance can Universities offer to preserve their autonomy? Further, what is the real justification for claiming for Universities, special priveleges which are denied to other social institutions?

To take the latter point first—Eric Ashby has, in his article on "Universities under Siegee" referred to three grounds to justify the University autonomy:

(*i*) There is first the legislative approach which bases the claim of University autonomy on tradition, precedent and statute. We may concede that the history of academic freedom is littered with some defects. Oxford and Cambridge succumbed to the royal injunction of 1535 and to Parliament's interference with their Charters in 1647. But the significant fact is that none of such reverses has destroyed the concept of a university with priveleges of its own.

(*ii*) Secondly, there is the empirical approach. Do we in fact find that Universites which enjoy certain privileges serve society better or worse than those which do not? The uniqueness of Universities is not just an agreeable tradition. It is a necessity.

(*iii*) A third justification springs from the fact that Universities have a dual role to play. They are all members of a supra-national community and they serve their local communities by supplying an international commodity —scholarship, science, technology, medicine— on international standards. They must, therefore, be loyal to cosmopolitan traditions of what Universities stand for, otherwise they fail to fulfil even their national purposes.

Now as regards the first question, "what resistance can Universities offer to any inroads on their autonomy?" it must be admitted that Universities themselves have no effective formal defence against invasions on their traditional privileges. In fact, Sir Walter Moberley observes: "What guarantee is there that this autonomy will continue in the future? The answer to that question is that there is not and in this country (U.K.) there cannot be any formal guarantee. Undoubtedly the machinery exists by which the States could, if it were so minded, apply almost irresistible pressure to the Universities. The basis of confidence is the conviction not that the State cannot but that the State will not want to do so; it rests, in other words, not upon the law, but upon the *convention of the Constitution*" (italics mine).

The Inter-University Board and the University Grants Commission have to convince the State that suitable conventions have to be built up under the Constitution. A few suggestions, which, in my view, indicate the irreducible minimum may be listed, as under:

1. In the final analysis, all Universities owe their status and their degree giving powers to some enactment by the political authority in the State. This means that the field in which Universities excercise their autonomy is always restricted by the Acts governing them. It is, therefore, necessary that the framework of the Act should promote University autonomy and not hinder it. The University Grants Commission has, to this end, evolved a model Act. The State Governments should see that their University Acts conform to the main principles of the Model Act.

2. In the interest of collaboration with the State, consistent with University autonomy, it is a good provision to have the Governor of States as Chancellors of the concerned Universities. But a convention should grow that the Chancellor acts on his own—that is as Chancellor, and not as Governor who has to act on the advice of his Ministers. To facilitate this, the Act should provide for nominations by the Government in addition to nominations by the Chancellor.

3. When the above convention is built up, the apointment of the Vice-Chancellor should be made as in the Delhi University. The flaw in the Delhi pattern is that in nominating a member of the Selection Committee the Chancellor may not be altogether free from the political influence of the Ministry.

4. Political persons should not be functionaries of the University. It is not desirable, for example, to have a minister as Chancellor or Pro-Chancellor.

5. A convention, again, needs to be evolved under which courts of justice will refuse to entertain writ petitions from students against the decisions of a University. Subject to an appeal to the Chancellor, the decision of the Vice-Chancellor should be final. This is a matter in which the Supreme Court has to give a lead.

6. A convention should grow by which a disagreement between a University and the State should

be resolved by the University Grants Commission.

7. Personally, I should not mind if the power of affiliation (of a college) rests with the Government. But it should be clear that Government will not grant affiliation without the prior recommendation of the University to that effect. This means: (i) the Government can refuse affiliation even though recommended by the University; (ii) the Government *cannot* affiliate a college unless the University recommends the step.

To conclude, University autonomy and the independence of the judiciary are values created with ample justification. They have to be respected and preserved. Courts of Law depend on the executive in the implementations of judgements they pronounce and the sentences they pass. Universities, too, as has been pointed out, have no defences of their own for the preserveration of their autonomy. In both cases, it is the part of the State to see that suitable conventions grow to maintain and strengthen the two values.

Training in U.K. Industries

A scheme put into operation by the Overseas Students Advisory Bureau in London will give those students studying full-time in Britain more opportunities for practical training in commerce and industry. The Bureau, which has undertaken an intensive drive to mobilise support from industry, has already been offered 300 places by firms throughout Britain. This figure is expected to rise steadily.

The scheme has the support of several educational authorities and is expected to benefit students from developing Commonwealth countries and from West Asia.

India-Australia Student Exchange

Nine university students left New Delhi on June 6 for a eight weeks' visit to Australia. They went under the Indo-Australian student exchange scheme operated by the National Council of University Students of India and the National Union of Australian University Students.

They are paying their own return fares to Australia but all accommodation and internal travel in Australia will be provided by their Australian hosts. This is the second such group to visit Australia. Seven went last year.

Graduate Strength

India has one million graduates and 220,000 *M.A.s according to a recent survey.*

The number of others trained in arts and humanities is: B Com.s 170,000, *M. Com.s* 22,000, *L.L B.s* 150,000, *L.LM.* 1,000, *B. Ed.s* 2,000,000, *M.Ed.s* 6,000 *and Ph.D.s* 4,000.

The findings show that between 1950 *and* 1963 *the out-turn in the arts and humanities increased* 4·2 *times, while in science and technology it went up* 3.8 *times.*

Among the M.A.s there are 46,000 *in economics,* 30,000 *in history,* 30,000 *in Hindi,* 15,000 *in English and* 25,000 *in politics.*

Between 1950 *and* 1960, *the out-turn of Ph.D.s in the humanities numbered* 1920 *comprising* 1758 *in arts,* 98 *in commerce,* 63 *in education and one in law. The out-turn of Ph.D.s in science and technology numbered* 3,117.

The turnover of B.T.s or B.Ed.s rose from 1622 *in* 1940 *to* 3,103 *in* 1950 *and* 18,338 *in* 1963. *At the beginning of* 1966, *the total strength is estimated at* 200,000. *Betwen* 1950 *and* 1960, 63 *Ph.D.s were awarded in education.*

The survey was conducted by the Council of Scientific and Industrial Research.

UNESCO to Assist in Book Production

The UNESCO will assist India in a series of projects to stimulate book production and book buying in order to spread literacy.

It will assist the National Book Trust of India to organise a national book fair in Bombay in November. UNESCO's contribution for the fair will be Rs. 23,750.

It will also award 16 prizes worth Rs. 15,136 to authors of selected books written in different languages of India on popular classics and cultural themes, especially for children and juveniles. The prizes are for books published in 1965-66. It will also assist the National Book Trust to produce six popular booklets (four in Hindi and two in Tamil) to serve as follow-up. This scheme envisages laying the foundation to create a massive corpus of popular literary and cultural reading materials.

The UNESCO has also agreed to grant the All India Hindi Publishers Association, Delhi, Rs. 11,875 to carry out a campaign of mass distribution books in the north Indian languages with a view to creating a desire in rural areas in the North to buy books.

INDIAN EDUCATIONALISTS IN USSR

A delegation of Indian educationalists headed by the Director of the Indian Institute of Technology, Powai, Mr. S.K. Bose, spent six weeks in the Soviet Union recently under the cultural and scientific exchanges programme. The delegation was particularly interested in the aviation and aviation-technology institutes of Moscow and the Institute of the Civil Air Fleet in Kiev.

The delegation also visited Leningrad and Toilisi, the capital of Georgia, where they studied the organisation of correspondence courses and evening classes.

CULTURAL EXCHANGE

Indo-French Cultural Agreement

India and France signed an agreement covering cultural exchanges, technical assistance and scientific cooperation. It was signed by the Indian Education Minister, Mr. M.C. Chagla, and the French Secretary of State for Foreign Affairs, Mr. Jean de Broglie.

The agreement between the two countries provides for a programme of scholarships and training including the sending to India of French University professors and school teachers, nuclear scientists, research workers, doctors and agricultural engineers.

France will train Indian teachers of French language, scientists and engineers in many fields, including nuclear energy, electronics, railways and agriculture as well as officials in administration and business management.

It is the first comprehensive cultural exchange, technical assistance and scientific co-operation agreement signed by India with any other power in the world, and covers a period of five years.

A joint communique outlining the aims of the agreement said it was to "facilitate a better reciprocal knowledge of the languages and civilisation of India and France through developed exchanges in the fields of education, letters, the sciences and the arts."

It also establishes a "general framework for cooperation in the technical field in order to encourage economic and social development."

Activities provided for in the agreement include the spontaneous development of teaching, exchange of students, exhibitions and cultural delegations, the establishment in both countries by the other of cultural institutes and research centres, the granting of scholarships and contacts between scientific institutions and universities.

It also provides for a mixed cultural commission to examine periodically the application of the agreement and to propose necessary exchange programmes.

READERS' FORUM

I am desirous of doing the Master's degree Course in linguistics. Which are the Universities in India providing facilities for the same?

AMAR NATH, Allahabad.

The Master of Arts degree Course in linguistics is available in Agra, Annamalai, Bombay, Poona and Osmania Universities.

Kindly enlighten me with regard to the broad policy followed by the Government of India in financing a student sent abroad on the several scholarship schemes. Will it be necessary for the student to serve in India in any governmental agency on his return?

G.P. SINGH, Raipur.

There are a number of schemes under which a large number of awards are made annually to enable people to study abroad. There are various scholarships/fellowships offered by various foreign governments/Institutions and in such cases expenses are met by the awarding agency. Sometimes travel expenses are not provided for and the Government of India generally meets them. Awards which are open to general competition are suitably advertised by the Government of India and selections made after interview.

Those who go abroad are normally employed persons and they are all bound to return to their posts after study/training. In fact the scholars are expected to sign a bond to serve the sponsoring agency after study/training, failing which they would have to return to the Government of India the amount stipulated in the bond.

Where I can study Business Management/Labour Welfare in India?

P. K. TIWARI, Saharanpur.

Facilities for the study of Master's degree in Business Management are available in the Universities of Andhra and Banaras.

The other well-known all-India institutions providing facilities for Business Management training are: (1) Indian Institute of Management, Ahmedabad-4; and (2) Indian Institute of Management, Calcutta-50.

The Universities of Bombay, Calcutta, Gujarat and Panjab provide facilities for diploma Courses in Labour Welfare.

Has AIR agreed to broadcast lessons for the benefit of students taking Correspondence Courses in B.A. from 1967?

MRS. A. GEORGE, Madras.

Yes, there will be three broadcast programmes every week for 1st year B.A. students in English, Political Science, and Economics. These broadcasts will be from Delhi and Madras stations of the AIR.

Is it a fact that the Union Government has decided to set up a National Institute of Oceanography?

J. MATHAI, Quilon.

Yes. On the recommendations of the Indian National Committee on Oceanic Research the Council of Scientific and Industrial Research has approved a scheme for setting up the National Institute of Oceanography in Goa. The regional stations are likely to be in Cochin, Waltair, and Calcutta.

AWARDS AND SCHOLARSHIPS

GERMAN SCHOLARSHIPS

The first batch of Indian scholars of the 50 grantees under the German Academic Exchange Scholarship Programme 1966-67 left for West Germany on July 1, 1966. They will join German Universities and research institutes after completion of preliminary language course conducted by the Goethe Institute, Munich.

They are going to do advanced work in the fields of Engineering, Chemistry, Physics, Botany, Mathematics, Geophysics, Aeronautics, Oceanography and Painting. The scholarships include return passage, luggage allowance, cost of books and exemption from University fees. The scholarship holders will be granted Rs. 750/- to Rs. 1,500/- according to their qualification and age. These scholarships are valid for one year, with the possibility of extension, depending upon the progress of research work done. The cost of language course, the duration of which is four months, will also be borne by the German Academic Exchange Service.

The organisation, GAES, has sponsored 350 Indian students and post-graduates as well as research scholars since 1950. At present there are about 150 Indian nationals studying in Germany, who are sponsored by the German Academic Exchange Service. Another 50 students and research scholars will be selected in the current grant. In return the Union Government has offered 20 scholarships to the German Academic Exchange Service as a sign of goodwill.

GRANT FOR RESEARCH IN INDIA

The Rockefeller Foundation has announced a grant of $ 3,740 to Prof. W. H. Morrison of London for research in India.

Prof. Morris Jones, of London University's Institute of Commonwealth Studies, will study internal organisation of the Congress Party and serve as Adviser to the Faculty of Social Sciences at Delhi University.

The grant was among those totalling $ 3,901,835 given during the first quarter of this year.

SELECTED FOR SCHOLARSHIPS

The Department of Science Education, National Council of Educational Research and Training, has selected 353 students for the award of scholarships under the National Science Talent Search Scheme, on the basis of the examination held in January, 1966, all over the country. Of these 83 are girls.

Mr. Harit Purushottamdas Trivedi of St. Xaviers College, Ahmedabad, topped the list among the boys, while Miss Chhanda Chatopadhyaya of Lady Irwin Higher Secondary School, New Delhi, has secured the place among the selected girl candidates.

Selected candidates will receive scholarships for studying Basic Sciences at various universities in India. The main object of the scheme is to produce a cadre of future scientists in the country.

Award of Scholarships

The Union Government has recently announced the award of scholarships to the physically handicapped for higher education, both technical and professional, and for apprenticeship courses during 1966-67.

These scholarships will be awarded to the blind and deaf students in the age group of 16 to 30 years and to orthopaedically handicapped students in the age group of 12 to 30 on June 1, 1966.

These scholarships are at present tenable upto March 11, 1967, but may be renewed on a year-to-year basis till the completion of the course of study, subject to availability of funds and satisfactory progress of study of the scholars.

BOOK PRODUCTION AND DISTRIBUTION IN ASIA

A seven-day meeting, organised by UNESCO, on book production and distribution in Asia concluded in Tokyo recently. It brought together 70 experts from 20 countries of the region, as well as observers from other continents.

The meeting recommended the adoption of a programme to expand publishing in all the countries of Asia and the promotion of books in that part of the world. This "crash programme" is designed to increase the number of textbooks for primary education and for the eradication of illiteracy.

According to the experts, the supply of books should be quadrupled by 1980. It was recommended that each country should draw up a book development plan, set up national textbook institutes and establish graphic arts organisations.

Long-term, low-interest loans by the World Bank were recommended in order to expand publishing in Asia. Observers from Australia, Czechoslovakia, the United Kingdom and the United States indicated they would recommend to their countries bilateral aid to this end. Iran pledged one million books for work against illiteracy.

UNESCO was urged to press for lower postal rates on books, reduction of tariffs on publications and the granting of copyrights at nominal fees in order to promote wider distribution of books.

Campus News

Two-shift System in Delhi Varsity

The University of Delhi is extending the lecture hours in several colleges from the next academic session. This change is made to cope adequately with the rush of the students seeking admission to the various colleges. Under the new scheme, students will be divided into two groups and the time-table will be staggered to make the maximum use of laboratories, library, class-room and other equipments. For subjects like Philosophy, Geography, there will be only one class as the number of students is limited.

The different colleges in which the double shift system will be introduced have not been made known yet. About 14,000 students are likely to register for admission to the different faculties this year. All colleges have been urged to have a minimum of 1,000 students on their rolls.

Agra University will establish an institute of home sciences for graduate and post-graduate students of the university shortly. The institute will start functioniong from the next academic session.

Baroda University will start a five-year course in Metallurgy from the next academic session.

Bangalore University Syndicate has approved a scheme which envisages college and University students working during their spare time in the university library, cafeteria, laboratory and other University departments. Students can also do manual labour for which they receive Re. 1/- per hour.

A new one-year course for under-aged passing the SSLC examination has been introduced by the University. If the students are less than 15 years and not entitled to be admitted to PUC they would be enabled to attend a course in English to be conducted by an expert from the British Council. This would enable them better utilise their time till they are admitted to the PUC.



Mr. Ujjal Singh, Chancellor, conferring the honorary degree of D.Litt. on Mr. Surya Bahadur Thapa, Chairman, Council of Ministers, Nepal, at a special Convocation of Kurukshetra University

The University has prohibited its constituent colleges from collecting building and other miscellaneous fees.

Bangalore Agricultural University offers B.Sc. (Agri.) degree Course at its campuses at Hebbal and Dharwar and B.V.Sc. degree Course at Hebbal campus. Post-graduate courses leading to the degree of M.Sc. and Ph.D. are offered in several subjects.

The Government of Mysore have decided to transfer the Tobacco Research Station, Nipani, and Fodder Research Station at Mandya to the control of the University of Agricultural Sciences.

The Extension Wing of the Agricultural College, Hebbal, conducted 40 meetings to educate farmers to take up improved agricultural practices. About 500 farmers attended these meetings and many of them visited the Agricultural Research

Station and Poultry Development Unit to get the first-hand knowledge of modern agricultural methods and poultry keeping.

Calcutta University will institute a certificate course in translation/(English-Hindi) from the session 1966-67.

The University will introduce condensed Bachelor B.V.Sc. and A.H. degree during the 1966-67 session.

Provision has been made for the introduction of journalism as a subject for the M.A. degree.

The North Bengal University has decided to institute a chair in history named after Jadunath Sirkar.

Panjab University will institute courses in Russian for B.A. Parts I, II and III in the same manner as it exists for French and German languages.

The University has decided to open an M.Sc. Honours Course in Applied Geology. It has also been decided that the two-year Course leading to the M.Sc. Honours degree in Applied Geophysics be instituted shortly.

The University has recognised, the National Botanical Gardens, Lucknow, as a centre for post-graduate research leading to the Ph.D. degree in Horticulture.

It is proposed to start separate Courses in M.D. Radio Diagnosis and M.D. Radio Therapy, in addition to the existing M.D. Course in Radiology.

Another Post-graduate Centre of the Panjab University is to be set up at Rohtak and the Centre will be located at the Government College there. The Centre will take over post-graduate teaching in the subjects of Political Science, Economics, and Hindi which are presently being taught at the Government College.

A Committee of the University will go into the question of selecting more subjects which could be taught at the post-graduate level. This Centre is the third of such Centres of the University. The other two are at Jullunder and Simla. At the Simla Centre the subjects being taught presently are Political Science, Economics, Mathematics and English.

Punjabi University has decided to set-up a museum of Punjabi folk-lore and art at its campus as part of the five-year plan for the development of Punjabi language and literature. The Plan, it is estimated, will cost Rs. 40 lakhs.

The University will be opening departments of folk literature and art. A beginning was made by Dr. H.L. Carr, a Visiting Professor from the USA at Punjabi University, last year when he recorded a large number of folk Punjabi songs and presented them to the University. He wrote a detailed working paper for the establishment of the departments of folk literature and art.

It is also proposed to compile in Punjabi an encyclopaedia on social sciences in five volumes. The scheme for the production of subject dictionaries is already underway and four subject dictionaries for Philosophy, Indian History, Political Science, and Economics are under preparation.

Venkateswara University will be offering instruction in Vedas and Sastras for the B.A. degree Examination from the academic year 1966-67.

A special course in English for students desirous for going abroad has been opened by the Gujarat Government at Ahmedabad. The course is of three-month duration and envisages training in conversation, correct pronunciation and expressing thoughts in simple English. Besides, the students will also be acquainted with the geographical, political and socio-economic aspects of the country they propose to visit.

The University of Rajasthan proposes setting up an institute for correspondence study and the establishment of evening colleges throughout the State. Courses ranging from Biology to Educational Administration will be offered by the proposed institute. Some of the courses taught will be through Hindi medium and will be available to students from both Rajasthan and neighbouring States.

Institutes

A Summer Institute of Mathematics for college teachers sponsored by the University Grants Commission and the United States Agency for International Development was conducted recently at Patna.

Prof. Bejanic of the University of Ohio and Prof. Higman of the University of Michigan conducted the Institute for college teachers in Bihar and Assam, with Prof. R. Shukla, Head of the Department of Mathematics, Patna University, directing the Institute.

Another Institute, one for Polytechnics, with 60 teachers from Bihar, Bengal, Assam and Orissa and five American consultants, was also conducted in Patna on June 13, 1966.

These Institutes are part of an all-India programme to tone up and reorganize teaching methods and techniques in various subjects.

Dr. Ramawatar Shukla, Professor and Director of the Institute of Mathematics, said that since the programme was started in 1964, more than 100 college teachers in Bihar and Assam had been trained in improved teaching methods. The purpose of the Summer Institutes was to tone up and reorganise teaching methods in Mathematics (and other subjects). Teachers attending the Institute will be better able to take up the new reformed syallabus, he said.

In Calcutta

A six-week Summer Institute for College Teachers in Mathematics and Chemistry of the Eastern Region colleges was conducted recently at Calcutta.

The course has been sponsored by the University Grants Commission and the USAID. Four American professors, two experts in Mathematics and two in Chemistry, are attending the course as consultants.

ENROLMENT IN ARTS AND SCIENCE

	1950-51			1955-56			1956-57	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
(1) Total Enrolment in Arts & Science Colleges	2,72,150	37,973	3,10,123	4,44,841	77,689	5,22,530	4,81,762	88,903
(2) *Enrolment by Stages*								
Pre-University/Inter 1st Year	1,01,433	14,559	1,15,992	1,74,505	29,236	2,03,741	1,91,742	32,481
Intermediate 2nd Year	93,488	11,857	1,05,345	1,67,034	25,673	1,92,707	1,73,267	28,454
B.A./B.Sc.	75,032	11,636	86,668	1,26,130	24,772	1,50,902	1,38,735	29,848
M.A./M.Sc.	14,401	2,127	16,528	21,293	4,040	25,333	23,233	4,589
Research	1,051	139	1,190	2,193	371	2,564	2,498	425
Total	2,85,405	40,318	3,25,723	4,91,155	84,092	5,75,247	5,29,590	95,817
(3) Number of Teachers	13,689	1,623	15,312	20,883	2,929	23,812	22,983	3,356

UNIVERSITY NEWS

SUPPLEMENT

We have great pleasure in reproducing below certain important portions of the three chapters dealing with higher education in the Report of the Education Commission which was presented to the Union Minister of Education on 29th June 1966.

HIGHER EDUCATION: OBJECTIVES AND IMPROVEMENT

Objectives of Universities

IN broad terms, the functions of the universities in the modern world may be said to be the following:

to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries;

to provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values;

to provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose;

to strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and

to foster in the teachers and students, and through them in society generally, the attitudes and values needed for developing the good life in individual and society....

A brief reference may be made here to two other important functions which need to be emphasized in the coming years. The first is that of university extension. Universities will have to provide part-time and correspondence courses in all their faculties, not only as extra-mural preparation for their examinations, but also as programmes of in-service education of professional workers in all walks of life. General adult education programmes are also needed to create a unity of outlook and faith between the masses and the intelligentsia. An extension programme would include provision for training the intermediate leadership groups which, in the cirumstances of today, may not be in a position to enter the university but on whose understanding of, and indentification with, national problems the future of the country largely depends. Above all, it will require that universities function as agencies for a deep and careful study of local, regional and national problems, to which Government, public and private organizations and industry may turn for advice and guidance.

A second function is that of school improvement. For this purpose, universities should conduct experimental schools, run advanced courses for teachers in various school subjects, assume greater responsibility for the training of teachers at all levels, organise summer institutes for their inservice education, assist in the search for and development of talent, and develop new curricula, textbooks and teaching materials....

Programmes of Development

To realize these ambitious objectives is no easy task. To do so in all our universities would need an

order of investment in physical and monetary terms beyond our reach at the moment, and a large number of highly qualified and dedicated teachers who are not available. What is necessary, therefore, is a well-conceived and comprehensive plan spread over the next twenty years and its vigorous and sustained implementation. This plan would include, amongst others, the following programmes which have high priority:

A radical improvement in the quality and standards of higher education and research;

Expansion of higher education to meet the manpower needs of national development and, to some extent, the rising social ambitions and expectations of the people; and

Improvement of university organization and administration.

We shall discuss these problems seriatim in this and the next two chapters....

ESTABLISHMENT OF MAJOR UNIVERSITIES

While the need to improve higher education is widely recognised, difficulties begin when one tries to discuss the remedies. The most common suggestions put forward in this regard are usually just the reverse of the defects described above. They try to bring the needed reforms into being through administrative measures, without taking into account the limited resources of finance and personnel available for such reforms or the administrative and political inhibitions operating against their realisation. Indeed, it might be said without much exaggeration that many of the proposed remedies presuppose the existence of conditions which, if they really existed, would have made the reforms unnecessary! It is, therefore, imperative that we should adopt some new plan of action which would be both realistic and effective.

The new strategy that we propose has two important aspects. The first is the need to concentrate scarce human resources and not to scatter them over too wide an area. Even at present, our own universities and colleges and foreign universities produce a small number of outstanding Indian scientists and scholars who, if they were to enter upon an academic career under the right conditions, would be able to make a great contribution to the improvement of our academic standards. But, apart from the fact that they are too few compared to our inherent national capacity and our population, they are unfortunately scattered thinly and at random over the entire system of higher education and have to work in comparative isolation and under unfavourable conditions: the burden of a heavy teaching load; large classes of unchallenging students ; apathetic or intellectually unambitious colleagues; and an administrative system which intentionally or unintentionally does not encourage and, in some cases, even actively discourages high intellectual vitality and motivation. The able persons, who could have provided the required leavening, are thus rendered ineffectual when they are so scattered and what is worse, their own creative powers decay under such conditions. On the other hand, experience has shown that the best results follow where a goodly number of persons of high potentialities come together in face-to-face intellectual communities and, by their constant dialogue and communication, stimulate each other to put forth their best creative efforts. If there is high quality of personnel, it makes all the difference whether people work in relative isolation resulting eventually in stagnation or in vigorous self-activating groups.

The most important reforms that we envisage is the development of five or six of what we may call 'major' universities where conditions may be provided, both as to staff and students as well as the necessary equipment and atmosphere, to make first class postgraduate work and research possible. The standards of these major universities should be comparable to the best institutions of their type in any part of the world so that really gifted and promising students need not normally have to go abroad for receiving postgraduate or research training. We consider that the development of a few of the most promising universities in India (including, we hope, one of the IIT's and one agricultural university) to such a standard within the next ten years is definitely practicable and should be taken up as a matter of high priority.

Why do we make this proposal and regard it as crucial at this stage? There would be several advantages in creating such universities. In the first place, they would make their existence felt by their research and by the high standards of training which they would provide for their students. They will also supply a goodly portion of the outstanding personnel needed for the staffs of universities, colleges and other institutions of higher education. In this way, their graduates may be expected to infuse into them the standards acquired in their own universities and to spread the ethos of genuine intellectual activity and devotion into the institutions where they are employed. It is unfortunate that, at present, there are hardly any such universities in the country which perform this vital and catalytic role in the Indian academic world.

One important advantage of these universities is that we would be able to provide, within the country itself, first-rate post-graduate education comparable to that in educationally advanced nations. The scholars and scientists trained in these universities will feel much more akin to their own centres of creativity. The importance assigned to foreign degrees whether they are of high or average or poor quality will be considerably diminished and those who have not "returned" from abroad would not feel at a disadvantage. We realize that it will still be necessary for Indian scientists and scholars to go abroad for purposes of further training, research or for consultation with their foreign colleagues. We have made certain proposals in the scheme of scholarships for this purpose. But instead of going abroad to receive first-rate post-graduate education,[1] study abroad will primarily aim at bringing first

[1] According to the latest available information, 15,393 Indian students and trainees were studying in foreign countries on 1-1-64. Of these, 1,353 students were studying arts, 1,652 were studying science, 4,191 engineering and technology, and 1,402 medicine and veterinary science. The number in the USA was 7,153, in West Germany 4,000, in U.K. 2,798, in Canada 418, in France 123 and in USSR 76.

class Indian scholars to work with distinguished scholars of international reputation....

In addition, these universities would help Indian academic life to come into its own. At present, the "centre of gravity" of Indian academic life is largely *outside* India. That is to say, our scholars and scientists working in fields which are internationally cultivated still tend to look outside India for judgment of their work, for intellectual models of the problems which they study, for the books they read, and for their forum of appreciation and approval. This is damaging to our academic life in a number of ways. Firstly, Indian problems are not seen in their concreteness and particularity and, as a result, techniques and theories are not adapted to the Indian situation. Secondly, Indian academics suffer from a certain lack of self-esteem and lose the confidence and courage necessary to try out new ways of attacking intellectual problems. When these major universities, comparable to the best in any part of the world, have come into existence we venture to hope that our scientists and scholars, instead of having to look to Oxbridge or Harvard or Moscow or Paris for inspiration would be able to look to centres within our own country for similar stimulation and guidance. This would be a change of the greatest significance. Once the stimulus has become 'Indianized', it could act much more continuously and be less dependent on costly and infrequent personal contacts. Also by becoming naturalized in the Indian environment, it will be directed more confidently towards problems to which our scientists and scholars could give themselves without feeling dislocated from their milieu.

This should not be taken to imply that we wish to promote any intellectual isolation or chauvinism—that will be the road to intellectual anarchy and disaster. No country, however outstanding its scientific and scholarly accomplishments, can be entirely self-sufficient. But there is a great difference between participation in the world intellectual community simply from the periphery, as a reproducer or a marginal contributor to what has been discovered or invented elsewhere, and participating as an equal in a process of creating, giving and receiving. We should strive for the latter position.

A possible objection to these proposals may be that what is proposed here is not quite democratic, that it seeks to institute a system of elite education by favouring certain institutions and impoverishing others. We recognize that our approach does involve at this stage a certain differentiation between the universities. This is, however, not only inevitable in an economy of scarcity but is also the only sure and practicable way to benefit all ultimately in the shortest time possible. Moreover, we must recognize that pursuit of excellence implies and requires a discriminatory approach; and that to provide equal resources to all irrespective of the quality of their performance and potentiality for growth merely promotes mediocrity. We are trying to establish a democratic social order in our country and obviously a democracy cannot flourish unless it has at its disposal the services of a highly trained and powerfully motivated educated class. Unless a system can be devised which will produce such persons in much larger numbers than is being done at present, every aspect of the country's development will be prejudicially affected. In fact, we may go further and say that there is always need for elite institutions in every academic system. The upper stratum of American higher education was developed in the first quarter of the present century, largely by the Ph.D.s from Chicago, Harvard and Columbia. The development of British higher education in the first half of the present century was largely due to the fact that, until recently, the staff of the new universities in most subjects was supplied by the universities of Oxford and Cambridge which, by 1900, had taken their place as distinguished centres of scholarship and high standards of teaching.

We must now examine how these major universities can be developed within the relatively short period of about a decade. The idea of establishing new universities for the purpose should be ruled out: it would involve a large and avoidable capital expenditure and delay the entire process of the improvement of higher education. The first step in the programme would, therefore, be for the UGC as soon as possible to select, from amongst the existing universities, about six universities (including one of the IITs and one agricultural university) for development as major universities.

A university selected for such development will have to do several things. It must make an effort to recruit students sufficiently qualified and endowed mentally to benefit from the superior training to be given. It must get together as quickly as possible an intellectually distinguished group of teachers who will be able to provide the requisite training and make valuable research contributions. And it should make an effort to provide adequate facilities and satisfactory conditions of work....

Centres of Advanced Study

Partly as a preparation and partly as a consequence of the establishment of these major universities, it is necessary to strengthen and expand the UGC programme of the establishment of centres of advanced study. One way of doing this will be to establish 'clusters' of advanced centres in some of the universities as has been done, for instance, in Delhi University. They will add strength to, and enrich, one another and be specially helpful in promoting inter-disciplinary research. In other cases, a cluster of centres may not be possible and we may have to begin with a single centre. While these centres will be mainly concerned with post-graduate teaching and research, every care should be taken to see that they do not become isolated from the rest of the university and do not develop a kind of academic snobbishness towards other departments or undergraduate teaching. In fact, they are essentially meant to help in raising the standard of the departments and the university as a whole. We would recommend the establishment of about fifty such centres, including some in modern Indian languages over the next five to ten years. At least one of them

should concentrate on developing an inter-disciplinary approach to education. The other areas which are not covered in the scheme at present are agriculture, engineering, medicine and modern Indian languages. We recommend that the scheme should be extended to these also....

Extension of Excellence to Other Departments

Steps should be taken to ensure that the standards of the centres of advanced study, whether in the major or other universities, are extended, as early as possible, to other departments and to affiliated colleges. For this purpose, we make the following suggestions:

(1) The centres within a university should function in close collaboration with other centres and departments which are not centres of advanced study and measures should be adopted to involve the entire staff of the university in functioning as an intellectually effective community.

(2) The major universities should constantly strive to enlarge the area of their excellence. For this purpose, they might be given a grant in proportion to the number of Centres they already possess to be used for the purpose of raising other departments within the university to their level. Such grants given, in the first instance, for five years for what we might call "aspirant centres" should be used for the recruitment of adequate staff and the acquisition of equipment and books. They may be renewed for a second five-year period if the progress is satisfactory.

(3) Centres for advanced study should seek to bring the relevant teachers of their affiliated colleges into closer contact with their work. We suggest that the better qualified and more interested teachers of the affiliated colleges should be encouraged to attend staff and post-graduate seminars of the centre.[1] Opportunities for research within the framework of the Centre should be provided for college teachers if they are judged to be qualified for the purpose and their research schemes are approved. They should have the privilege of using the facilities of the centre to supplement the resources of their colleges. Study leave should be permitted for this purpose and, where the college cannot afford to pay the teacher's salary, the expenditure may be met out of the funds of the Centre. It should also be possible to make available, to the major universities, special earmarked grants for the upgrading of their colleges out of the funds allocated by the UGC for the improvement of colleges. If, in spite of all the guidance and assistance provided, the colleges fail to improve and to produce the desired results, the universities should seriously consider the possibility of using their powers to disaffiliate them.

Financial Support

It is obvious that the development of these major universities, as indicated above, will require considerable investment of funds in capital expenditure and the running costs will also be heavy. It is essential that the expenditure required for their development—both capital and recurring—should be placed at the disposal of the UGC by the Central Government.

[1] This privilege should also be extended to post-graduate and advanced third-year undergraduate students of these affiliated colleges.

IMPROVEMENT OF OTHER UNIVERSITIES AND AFFILIATED COLLEGES

Side by side with the development of these major universities and centres of advanced study, measures must also be adopted to ensure that the excellence generated in them is gradually extended to other universities and the affiliated colleges so that standards in the entire system of higher education are upgraded in due course....

One of the important contributions which the major universities can make to the development of the other universities and the affiliated colleges, as pointed out earlier, is to provide them with teachers of quality....

(1) Every effort should be made to induce talented students from the universities to join the teaching profession and to place a majority of them in universities and colleges, other than their own, so that they can help to raise standards....

(2) With a view to facilitating the recruitment of outstanding persons to the teaching profession, the UGC should sponsor a scheme for instituting a number of fellowships for the purpose. The fellowships should be at three levels—lecturers, readers and professors....

(3) The universities and affiliated colleges should be encouraged, so far as possible, to pre-select their new teachers and attach them to the major universities for about a year, during which period they will come into contact with some outstanding teachers in their own and allied fields, will receive orientation towards their chosen profession and perhaps study schemes and techniques of research adopted there.

In course of time, as the graduates of the major universities and centres of advanced study find appointments in the other universities and colleges, they will carry over their traditions of work and scholarship to their colleges and it is likely that they will be more actively receptive to the new ideas emanating from their universities and more disposed to enter into an intellectual dialogue with them. The influence of the major universities will thus pass into other sectors of higher education and help in raising standards....

Development of Affiliated Colleges

Affiliated colleges should be classified in terms of the level of their performance. For instance, the criteria for this purpose may, amongst others, include:

—number and quality of staff;
—number and general quality of students;
—research output;
—library facilities;

—laboratory facilities for science students;
—quality of student discipline;
—performance of graduates of the college in national scholarships examinations;
—innovations in teaching procedures; and
—examination results.

The techniques of applying the above criteria in practice must be worked out and the institutional machinery for the quinquennial reviews of colleges on this basis must also be adequately provided. This classification should be used to provide special "merit" grants to deserving colleges. For example, colleges which rank high on the list and continue to improve their programmes and teaching should be given certain advantages such as salary bonuses for their teachers, grants for libraries, laboratories and necessary amenities for staff and students etc., or colleges which have maintained good and effective library system for a period of, say, five years could be given matching grants to improve their libraries further. Similarly, colleges which, while maintaining other academic standards, have avoided serious breaches of discipline, might be given outright or matching grants for improved staff and student amenities and so on. We are aware that such a system of college classification and grant-in-aid is beset with administrative difficulties. We, therefore, recommend that the UGC, in consultation with the Universities and State Governments, should examine this question of classification of colleges in terms of level of achievement and make use of it in the allocation of grants to colleges under the fourth five year plan.

Finally, we should like to refer to the question of "autonomous" colleges which has been under discussion for many years. Where there is an outstanding college (or a small cluster of very good colleges) within a large university which has shown the capacity to improve itself markedly, consideration should be given to granting it an autonomous status. This would involve the power to frame its own rules of admissions, to prescribe its courses of study, to conduct examinations and so on. The parent university's role will be one of general supervision and the actual conferment of the degree. The privilege cannot be conferred once for all—it will have to be continually earned and deserved—and it should be open to the university, after careful scrutiny of the position, to revoke the autonomous status if the college at any stage begins to deteriorate in its standards. We recommend that provision for the recognition of such autonomous colleges be made in the constitution of the universities. It should be possible, in our opinion, by the end of the fourth five year plan, to bring at least fifty of the best colleges under this category.

IMPROVEMENT OF TEACHING AND EVALUATION

If university teaching is to be vitalised, changes are needed on the following lines:

—more flexibility in the courses offered and more freedom of choice by the students;
—a marked reduction in the amount of formal instruction and a corresponding increase in tutorial work, discussion groups, seminars and in independent study; and
—a change in the character of teaching to discourage cramming drastically and to stimulate curiosity, problem-solving ability and originality....

Teaching Methods

The problem of teaching methods in higher education has been a relatively neglected subject in India so far. We recommend that it may be examined by the UGC through a special committee appointed for the purpose. We also recommend that the schools of education, whose establishment we have proposed, should make a special study of the teaching methods, not only at the school stage, but also in the universities and affiliated colleges. Such studies will be of great use in organising the orientation courses for junior lecturers which we have recommended.

Examination Reform

In the present system, when the future of the students is totally decided by one external examination at the end of the year, they pay minimum attention to the teachers, do little independent study throughout most of the academic year and cram desperately for the final examination....

We make below a few recommendations that might make a welcome breakthrough in the situation. One line of attack would be to abolish set syllabuses and the external examinations based on them altogether and to replace them by a system of internal and continuous evaluation by the teachers themselves. This is already being done in some institutions like the IITs or the agricultural universities and it could be increasingly extended to others as soon as the necessary facilities and conditions can be provided. We hope that, at no distant date, it will be adopted by all teaching universities and that the major universities would give a lead in this matter.

We realize, however, that external examinations will remain with us for a long time, especially in universities which have large numbers of affiliated colleges of very unequal standards. The main strategy here would be to attack the problem on two fronts: introduction of more frequent, periodical assessment so that the undue emphasis on the final examination as the sole determinant of success is reduced, and reform of evaluation techniques. With regard to the first, a good deal can be gained if the performance of the student is assessed throughout the session in a suitable manner and if periodical tests are held in the middle and at the end of each term. A system of internal assessment should be introduced as a supplement to the external examination, based on such periodical evaluations. The results of these internal assessments should not be mechanically added to the external marks but kept separate and both should be shown side by side in the final certificate. Passes should be required separately in both and the

divisions gained in them should be declared separately. Every year, a careful review should be made of the correlation between internal and external assessment separately for each institution. This should be taken as a point for classification of colleges and also related to grant-in-aid so that institutions which tend to over-assess their students persistently would stand to lose in status and finance. The regulations may also authorize the university to withdraw affiliation for persistent irresponsible assessment....

We recommend that early measures should be taken to abolish payment of remuneration to examiners. Evaluation is a part of teaching and teachers should be willing to undertake it as part of their duties. This is one of the reasons why we have recommended an increase in the salary scales of teachers. However, we recognize that the load of this work should not be too heavy on any teacher and would, therefore, suggest that the maximum number of scripts to be examined by a teacher in a year should not exceed 500.

The Medium of Education

The problem of teaching and evaluation in higher education is inextricably linked with the medium of education and examination....

(1) We would like to emphasize that the medium of class-room communication and examination should generally be the same. The present arrangement under which a large proportion of students, at the first degree stage and even later, use the regional language for purposes of examinations although the class-room instruction is given through the medium of English, is educationally unsatisfactory. If the student can be expected to express himself in the regional language in his examination, it should not normally be difficult for a teacher to do the same in the class-room. In fact, the student's understanding of the fundamental problems and issues would be better and his performance in the examination would improve if, in all cases where the universities have taken a decision to adopt the regional languages as media of examinations, they also decide to adopt them as normal media of class-room communication. However, it must be remembered that the hold of English as a medium in the universities is linked with its use as the language of administration in the States. So long as the prized posts in administration go to students who have good command over English, it will not be surprising if a substantial proportion of students continue to prefer education given through it.

(2) While the goal is to adopt the regional languages as media of education, we should like to stress again that this does not involve elimination of English. In fact, English, as an important "library language," would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a Master's degree, unless he has acquired a reasonable proficiency in English (or in some other library language). The implications of this are two-fold: all teachers in higher education should be essentially bilingual in the sense that they would be able to teach in the regional language and in English and all students (and, particularly post-graduate students) should be able to follow lectures and use reading materials in the regional language, as well as in English.

(3) Great care has to be taken to ensure that the progress of the student entering the university is hampered as little as possible by complexities relating to the media of education. In a student's life, the change from school to college is a crucial stage. On entering college, he finds that there is a greater demand on his powers of understanding and concentration than at school. When to this is added the difficulty inherent in a sudden change in the medium of education, it is not to be wondered at that many students feel bewildered and lost and lose zest in their studies. At the earlier stage of the under-graduate course, it will be an advantage if the bulk of the class-work is done through the regional language. As one goes higher up the educational ladder and as the students command over English and his familiarity with its use as a medium of education increases, more and more of the class-work could be in English. At the post-graduate stage, at least for some time to come, the bulk of the class-work will have to be in English....

We are definitely of the view that at the university stage, no language should be made a *compulsory subject* of study but the classical and modern languages of India and important foreign languages should be provided as elective subjects.... The compulsory study of a language is likely to make some useful combination of subjects impracticable by placing too heavy a burden on the students. We were concerned to find that in one big university, about 50 per cent of the total time available for education at the under-graduate stage is devoted to the study of languages only. It is obvious that under such conditions, the studies of the principal subjects greatly suffer and standards remain low....

In major universities, it will be necessary, as a rule, to adopt English as the medium of education because their students and teachers will be drawn on an all-India basis. This is the only feasible approach if their all-India character is to be maintained. But we are not opposed to the possibility of some university, which has the necessary quality of staff and students, trying this experiment in a regional language. We realize that this will involve some difficulties in drawing their students and teachers on an all-India basis; but we are convinced that they can be overcome. The position can be reviewed in due course as the linguistic situation develops.

STUDENT SERVICES

A major weakness of the existing system of education is the failure to provide adequately for student welfare. This is an aspect of higher education which needs to be improved on a priority basis.

Student services are not merely a welfare activity but constitute an integral part of education. The

following are some of the important services which can be included in this programme:

orientation for new students;
health services;
residential facilities;
guidance and counselling including vocational placement;
financial aid.

HIGHER EDUCATION: ENROLMENTS AND PROGRAMMES

IN this chapter, we propose to discuss problems relating to expansion of higher education and allied questions. These will include the regulation of the expansion of the university system in terms of man-power needs for national development; the selection of students; the establishment of new universities and colleges; and the development of new courses in higher education. We also propose to discuss some problems relating to the development of educational research.

EXPANSION OF FACILITIES IN HIGHER EDUCATION

One of the most important features of educational development in the post-independence period has been the very rapid expansion of professional education in engineering, medicine and agriculture and of science courses for the first and second degrees. This was necessitated by the programmes for economic development undertaken in the first three plans. By and large, this expansion has outstripped the facilities available in real terms and has consequently had an adverse effect on standards. At the same time, there has also been a very rapid expansion in arts and commerce courses at the first degree level. But this has been dictated, *not* by the enrolment capacity of the institutions or the employment opportunities, but by the pressure of public demand which has increased immensely.... In these courses, an attempt has generally been made to manipulate the facilities to meet the demand for higher education rather than to restrict admissions in relation to the facilities available. The effect on standards has been even more adverse....

What should be the enrolment policy in higher education during the next twenty years? Our recommendation is that the expansion of facilities in higher education should be planned broadly on the basis of man-power needs and employment opportunities. At present, there is an over-production of this open-door policy; and consequently there is a growing incidence of unemployment amongst them. On the other hand, there is a shortage of professional specialists and there is a consequent need to increase the facilities in professional courses such as agriculture, engineering, medicine, etc. and especially at the post-graduate stage in science and arts....

It may be pointed out that

—in the first three plans, the enrolments in arts, commerce and science at the under-graduate stage increased by 56 8,000. During the next twenty years, they are expected to rise by about 1.4 million. The average annual rate of expansion will, however, be reduced from 9.6 per cent to 5.3 per cent;

—in professional education at the under-graduate stage (including teaching and law the enrolments increased, during the first three plans, by 177,000; in the next twenty years, they will increase by 821,000, although the average annual rate of growth would be reduced from 10.6 per cent to 7.9 per cent.

—at the post-graduate stage, enrolments increased in the first three plans, by 86,000; in the next twenty years, these will increase by 852,000 and the average annual rate of growth will also have to be slightly accelerated from 11 to 11.5 per cent....

It is, however, necessary to explain why a large expansion is also needed at the post-graduate stage and in research. An analysis of our proposals will show that this is fully justified because

—we expect a proportion of teachers even in lower secondary schools to hold the master's degree;

—we have recommended that a master's degree should be the minimum qualification for all teacher-educators both at the primary and the secondary level;

—the lengthening of the duration of the higher secondary stage uniformly to two years and the expansion visualized at this stage will need a very large number of teachers with post-graduate qualifications;

—the large expansion visualized at the under-graduate and the post-graduate stages itself will need several times more teachers with post-graduate and research qualifications than at present; and

—the number of professional persons needed in research, agriculture, industry and the services has to be increased very substantially....

SELECTIVE ADMISSIONS

We pointed out earlier that during the first three five year plans a policy of open-door access has been in operation in courses in arts and commerce in most of the affiliated colleges. A stage has, however, now been reached in the process of expansion when the policy of selective admissions will have to be extended to all sectors and all institutions of higher education. During the next two decades, the public demand for higher education is expected to increase still further as primary education becomes universal and more and more students complete the secondary school course. Even if this aspect of the problem is ignored and the present rate of expansion (at 10 per cent per year) is assumed to continue for the next 20 years, the total enrolments in higher education would be between seven and eight million by 1985-86 or more than twice the estimated requirements of man-power for national development. An economy like ours can neither have the funds to expand higher education in this scale nor the capacity to find suitable employment for the millions of graduates who would

come annually out of the educational system at this level of enrolment. There is no escape but to link broadly the total enrolments at the under-graduate stage to manpower needs, and to bridge the gap between these enrolments and the demand for higher education by adopting a system of selective admissions.

This conclusion, which is based mainly on two considerations—paucity of resources and relating the output of the educational system to manpower needs can also be supported on academic grounds. Standards in higher education will tend to rise only if there is competition for admission and the best students are selected on the basis of merit. We are happy to note that the earlier opposition to this principle is gradually lessening and our discussions with officials and non-officials whom we met in our tours has led us to conclude that public opinion is now largely in favour of making admissions to higher education selective. The reform should, therefore, be introduced as early as possible.

Three main elements are needed for operating a programme of selective admissions in higher education:

> the determination of the number of places available in an institution in relation to teachers and facilities available to ensure that standards are maintained at an adequate level;
>
> prescription of eligibility by the universities; and selection by the institution concerned of the best students from amongst those who are eligible and seek admission.

Determination of the Number of Places Available

We suggest that each university decide in advance the number of students to be admitted in each course in its teaching departments and separately in each of its affiliated colleges on the basis of the facilities available. This is already being done for professional and science courses. But even here, it is necessary to make the conditions more stringent. It is even more important to take similar steps in the courses in arts and commerce as well....

We would like to lay special emphasis on the determination of places in all affiliated colleges and in courses in arts and commerce because it is in these courses and in these institutions that most of the uncontrolled expansion takes place. It is imperative that the intake of students be fixed separately for each such institution and that this sanctioned strength should form an integral part of the conditions of affiliation.

We have found many instances where the universities have not scrupulously discharged this responsibility and this has been one of the principal reasons for the deterioration of standards.

University Boards of Administration

At present, selection is usually not dealt with as a a serious problem either at the university or in the colleges. At the commencement of each academic year, it becomes a hectic activity and is then forgotten. It is obviously not possible to build up a good admissions policy on the basis of such intermittent experience. We recommend that each university should constitute (if it does not already have one), a Board of University Admissions, which should include representatives of the teaching departments of the university, affiliated colleges and university administration. Its function should be to advise the university about all matters relating to admissions to teaching departments and the affiliated colleges, to review the implementation of admission policies from year to year and to recommend any necessary changes. It should also be a responsibility of this Board to collect data relating to annual admissions, to analyse them so as to find out to what extent the objectives of the admission policies have been actually realized. The results should be published for general information....

PART-TIME AND OWN-TIME EDUCATION

At present, a student at the under-graduate stage must either be admitted on a full-time basis or go without education altogether. This creates a great demand for full-time seats in colleges and leads to a deterioration of standards as the resources to provide all the seats needed are not available. One solution to this is to keep full-time seats strictly limited on the basis of resources available and to institute correspondence courses, part-time courses, evening courses etc. for those who aspire to a university degree but are not able to get admission to the regular courses....

We recommend that the opportunities for part-time education through programmes like evening colleges, and for own-time education through programmes like correspondence courses, should be extended as widely as possible and should also include courses in science and technology (either at the degree or diploma level). They will help to reduce the capital costs of expanding higher education and cut down even the recurring costs to a substantial extent, especially as enrolments grow. They are the only means to provide higher education to those who desire to study further but are compelled, on economic grounds, to take up employment at the end of the school stage. There need be no fear that they will lead to a deterioration of standards, especially if due care is taken to maintain personal contacts with the students receiving correspondence education by organizing academic programme during vacations and holidays. In fact, it would be correct to say that, by and large, the standards in such courses tend to be better because of the more intensive motivation of the students. We suggest that by 1986 about a third of the total enrolment in higher education could with advantage be provided through a system of correspondence courses and evening colleges....

LOCATION OF AFFILIATED COLLEGES

We recommend that, in granting affiliation to colleges, the universities should emphasize the expansion of existing colleges, rather than the establishment of new ones. Unless there are strong reasons to the contrary, a college should have a minimum enrolment of 500 and it would be preferable to raise

the enrolment in as many colleges as possible to 1,000 or more....

Small Colleges

One unsatisfactory aspect of the existing situation is the existence of a very large number of colleges with a very small enrolment....

About 15·6 per cent of the colleges are in the unenviable position of having less than 100 students. If an enrolment of 500 students is regarded as the very minimum below which a college may tend to be uneconomic and inefficient, about 60 per cent of the affiliated colleges are below this level....

72 per cent of these small colleges were established during the four-year period—1961-64. Whether these colleges can increase their strength with their age cannot be predicted, especially in view of the fact that 28 per cent of the colleges which were established before 1960 (and some of them even as far back as 1947) have continued to have a strength of less than 100....

EXPANSION OF POST-GRADUATE EDUCATION AND RESEARCH

We recommend that the bulk of post-graduate and research work should be organised in the universities or in university 'centres' where good programmes can be developed co-operatively by 3 or 4 local colleges under the guidance of the university. Only very good affiliated colleges of long standing which have done creditable work at the under-graduate (or post-graduate) stage may be allowed to carry on post-graduate and research work, if the needed facilities are provided. In our opinion, the universities and the university centres will have to shoulder the responsibility for about 80 per cent of the post-graduate and research work. To support it properly, they will also have to undertake under-graduate work meant primarily for gifted students. This should cover about 10 per cent of the enrolment. The universities thus have a tremendous additional responsibility to undertake: the enrolments in their departments and constituent colleges would have to be increased from 200,000 in 1965-66 (under-graduate 155,000 and post-graduate and research 45,000) to about 1·1 million in1985-86 (under-graduate 320,000 and post-graduate 750,000)....

We would like to emphasize one point. The Centre will have to assume far greater responsiblity than in the past for the development of post-graduate education and research and for the development of universities. This is a sector of very high priority and it has a seed value and can fertilise the whole field of education. At present, this is not the case. The extent of facilities provided at this stage are inadequate and its quality leaves much to be desired. Consequently, we do not get enough good teachers for colleges. This dilutes under-graduate education and makes it difficult to get good teachers for secondary schools. In its turn, secondary education is thus diluted and it becomes difficult to get good teachers for elementary schools. The only way to break this vicious circle is to expand the facilities in post-graduate education and research and what is even more important, to improve their quality. For this purpose, we should move in the direction of making the Government of India almost exclusively responsible for post-graduate education and research....

NEW UNIVERSITIES

In view of the expansion visualized for the under-graduate and post-graduate stages, the establishment of some new universities is inevitable. It is even desirable for reducing the size of some existing universities. This problem has already become acute in big metropolitan cities and is likely to become so in several other universities within a few years. Moreover, we feel that administrative regroupings of existing colleges through the establishment of new universities would be necessary in certain cases....

Metropolitan Universities

We welcome the proposal to set up a second university in the city of Delhi and recommend that the other metropolitan cities of Bombay, Calcutta and Madras should have, by the end of the Fourth Plan, two universities each which would supplement to some extent the work of each other. Moreover, some of the well-established colleges may be raised to autonomous status with power to grant degrees, to begin with at the under-graduate stage....

Additional universities would also be needed in other States. For instance, there has been a strong and justifiable demand from the State of Kerala for an additional university....

We wish to emphasize that the ban on the establishment of new universities which is proposed in some quarters is neither desirable nor feasible. Instead, it is necessary to concentrate on the adoption of essential measures to ensure that their establishment leads to a substantial improvement in standards and raises the output and level of research. It must further be pointed out that the establishment of new universities can be justified only when competent men and physical facilities required for the purpose are available and can be secured and that it would be wrong to create a situation in which there could be an undue dispersal of intellectual talent, funds and administrative ability, all of which are in scarce supply at present. From this point of view, we make the following recommendations.

(1) No new university should be started unless the agreement of the UGC is obtained and unless adequate provision of funds is made....

(2) In many cases it may not really be necessary to start a new university. The object in view can be met by developing, under the auspices of a university, one or more post-graduate centres wherever a number of local colleges can make a cooperative effort to provide facilities for post-graduate teaching. This scheme is being tried in some States and the results are encouraging....

(3) Most of our universities have, and will continue to have, a large number of affiliated colleges. We feel that some experimentation with different types of university organization to deal with this situation would be useful....

(4) An experiment which we recommend in this regard is to make some or all the universities in a

State join together in a 'consortium', as it were, to operate all the affiliated colleges in the State....

(5) We find that the preparation made for the establishment of new universities is, more often than not, perfunctory and adequate time is not allowed between the passing of the Act and the commencement of the work of the university as such.... It would be desirable to set up a convention in this regard that a new university should not be established in a place where a university centre has not been in operation for some time; and that, a time of 2-3 years should be allowed to elapse between the appointment of the first Vice-Chancellor and the direct commencement of the university's work.

New Central Universities

One proposal placed before us suggested the establishment of a Central university in every State. In discussions with State Governments and universities, we found that it had a mixed reception: some States welcome it either because a Central university is a prestige institution or because it would thereby be relieved of a financial responsibility, but many opposed it. After careful consideration, we are inclined to agree with the latter view.

Two main arguments have been put forward in support of the proposal, namely, it will save these universities from local pulls and pressures which are unfavourable to the proper development of higher education and that it will help to raise standards. We are afraid that we cannot accept either of these contentions. Not only one university in a State, but *every* university has to be protected from unfavourable local pressures and pulls....

REORGANISATION OF COURSES

The link between the subjects taken at the school stage and those opted for at the First Degree should be less rigid than at present. It is because of this link that specialization starts undesirably early. A student wishing to take physics for his M.Sc., for instance, is now often required to opt for it as early as in Class IX. We think that there is no justification for such rigidity and that it should be open to a student to opt for a combination of subjects at the first degree stage, even though some of these may not have been taken by him at the school....

The question of general, special and honours courses at the under-graduate stage is of great significance. We define a 'general' course as one in which the student takes three subjects at about the same depth. The 'special' course would be different in kind and provide for the teaching of three subjects of which one would be taken at a much greater depth than the other two. The 'honours' course would be more challenging and require study at higher levels. The general courses may be provided at both the levels—pass and honours. The special courses, however, need be provided only at the honours level. In order to economize resources, however, we recommend that

(1) the universities, which have much better facilities, should only provide for special courses or for general (honours) courses. For them to provide pass courses is to under-utilize the resources available;

(2) the affiliated colleges should, as a rule, have an option to provide either for the general courses — both at the pass and honours level— or the special courses, depending upon the availability of teachers and facilities. To economize on costs, however, it may be desirable to prescribe the minimum enrolment needed for the general (honours) and special courses.

Courses for the Master's Degrees in Science and Arts

There is an urgent need to introduce an element of flexibility and innovation in the organization of the courses for the Master's degree. Borderline and inter-disciplinary subjects are fast becoming areas of major study and research. To bring these into focus in university life, it is necessary to provide, in addition to our present one subject courses, combination courses consisting of, say, one major subject and one or two subsidiary or related subjects....

There need be no undue emphasis on the courses for the Master's degree leading to a high level of specialization and research. This should be an important but only one of the objectives of the course. It is necessary to design courses with two other equally valid objectives: preparing teachers for schools, and catering for the needs of students who are still interested in broad connected areas and who may attempt specialization later at the Ph.D. level....

Research Degrees

As is well known, the standard of research degrees in some universities and in certain subjects are high and comparable to those abroad. But the same cannot be said of many subjects and all universities. A collection of research topics in various science subjects which have been accepted for the award of Ph.D. degree in most universities is a curious mixed bag and if one were to pick at random, one is most likely to meet with a topic which both by its very formulation and scope would be considered to be behind the times by at least ten to twenty years. This is partly due to the fact that in most universities the problems *are given to* and *not selected by* the student on the basis of his ability and facilities available for work....

The procedures for evaluation should be improved. While the guide who has supervised the work should be one of the members of the Board of Examiners, no degree should be awarded unless reports of all examiners are unanimously in favour of the proposal. As far as possible, evaluation should be done by Indian experts in the subject. A *viva voce* examination or a defence of the thesis should be considered essential before the degree is recommended....

Inter-disciplinary Studies

Special efforts need also to be made to promote inter-disciplinary studies in universities which have adequately staffed departments In related subjects. This will need new combinations of subjects, new

methods of cooperation between different institutions and new patterns of staffing....

Study of Social Sciences

Mainly for historical reasons, the universities and colleges of India have tended to concentrate on the study of languages and humanities, and the study of the social sciences, and also behavioural sciences, which are often grouped together within the wider field of the humanities, has generally remained underdeveloped. The only social science which has received adequate attention is economics....

We must admit that, despite remarkable achievements of individual scholars and institutions, the social sciences have not so far obtained in India the place and standing they deserve, due not only to their specific value, but also to their direct use in Indian society and Indian education.

(1) Along with the natural sciences, if not to the same extent, the social sciences can be used to create a scientific outlook....

(2) The social sciences are essential toolsf or the study of the conditions and needs of modern society and, without a proper use of their methods and results, control of economic, social, financial and demographic developments or manpower requirements is impossible. Proper planning, which is important for all countries but especially so for India, needs a larger number of persons with extensive knowledge and training in the social sciences.

(3) Modern societies need, as they become more industrialised, not only engineers, technicians and skilled workers, but also a large number of well educated and trained people for what is usually called "the third sector of the economy" : education, public administration, private management, commerce, distribution, communications, information services, etc. Specialists in these fields need good education in the social sciences.

For all these reasons, we recommend that the social sciences should be given a significant position in Indian universities and research institutions.

The recent emphasis on science education has sometimes been blamed for the slow development of social sciences. This is not quite correct. As we have stressed in this Report, this emphasis is essential and will have to be continued. But we visualize only about 30 per cent of the university enrolment doing pure science and an equal proportion doing applied science in the form of professional courses like engineering or medicine. The present trend of over-expanding enrolment in science (with a consequent adverse effect on standards) is to be discouraged. As we visualize it, the proportion of students studying social sciences could be about 30 per cent or almost the same as that of the students of natural sciences....

Two main difficulties have to be overcome if social sciences are to grow, viz., they must receive adequate financial support and draw in a proper share of the talent available....

EDUCATIONAL RESEARCH

Educational research is still in its infancy. Its quantity is small and its quality, medicore or poor....

If this picture is to be changed, urgent steps have to be taken to develop educational research and relate it effectively to the formulation of educational policies and improvement of education. From this point of view, we make the following recommendations:

(1) A documentation centre and a national clearing-house in educational research should be developed at the NCERT....

(2) Educational research has to be developed in teams and in inter-disciplinary fields. While all training colleges should do some research, the restriction of education research to training colleges has hampered its growth....

We find that, as a rule, the universities have shown little interest in the study of educational problems even those relating to higher education. For instance, socio-economic studies of their student body can be done by the department of sociology ; studies in wastage and stagnation in their courses can be done by the department of mathematics and statistics. But by and large, this is not done. We recommend that universities should make it a point to conduct research in educational problems relating to their own work and, wherever possible, to that of the secondary and primary schools in the neighbourhood....

(3) It is desirable to set up a National Academy of Education consisting of eminent educationists, broadly on the lines of the National Institute of Science to promote educational thought and research. This should essentially be a non-official, professional body. But it should receive adequate financial support from the Government of India.

(4) While the NCERT should do research on its own and in collaboration with the State Institutes of Education and run a central clearing house, we do not think it advisable to make it responsible for distribution of grants for educational research to other institutions, especially because we expect the universities and other organizations to enter the field in a big way....

THE GOVERNANCE OF UNIVERSITIES

Universities in the modern world have a multiplicity of functions, the most important of which are *teaching*, *research* and *extensin*-involving direct contact with the community. Their enrolments, staff and budgets are becoming increasingly large and they are required to assume new functions and programmes. The problems of the internal government of universities and other institutions of higher education and of their relationship with the State are, therefore, becoming increasingly important and complex. We devote this chapter to the consideration of some of these problems and particularly to those relating to the constitution of universities, the management of university affairs, autonomy and academic freedom and related matters...

A resolute effort needs to be made to evolve techniques and practices needed for a forward-looking, dynamic acdemic organization. As a broad principle, it should be recognized that rules, regulations and techniques that hamper achievement of the real purposes of the university should be modified or scrapped—they are meant to promote these purposes and ideas and should not be treated as straight-jackets into which all university activities must be fitted. This could be helped if in some selected universities, groups of interested and knowledgeable persons, academic and administrative, could join hands to study seriously the problems of educational administration and suggest suitable methods of revising procedures....

UNIVERSITY AUTONOMY

The proper sphere of university autonomy lies principally in three fields:

—the selection of students;
—the appointment and promotion of teachers;
—the determination of courses of study; methods of teaching, and the selection of areas and problems of research....

This autonmy for universities is not claimed merely as a matter of right or privilege. The case for it rests on the obvious ground that, without it, universities cannot discharge effectively their principal functions of teaching, research and service to the community and that only an autonomous institution, free from regimentation of ideas and pressure of party or power politics can pursue truth fearlessly and build up, in its teachers and students, habits of independent thinking and a spirit of enquiry unfettered by the limitations and prejudices of the near and the immediate, which is essential for the development of a free society....

In considering the question of university autonomy, we must recognize three (somewhat overlapping) levels, as it were, at which it functions:

(1) autonomy within a university, e.g. autonomy of the departments, colleges, teachers and students in relation to the university as a whole;

(2) autonomy of a university in relation to the system, e.g. the autonomy of one university in relation to another or in relation to the UGC and the Inter-University Board (IUB); and

(3) autonomy of the university-system as a whole, including the UGC and the IUB, in relation to agencies and influences emanating outside that system, the most important of which are the Central and State Governments.

Autonomy within a University

Before considering the relations between individual universities and of the university system as a whole with external authorities, it would be desirable to discuss briefly the meaning of autonomy within the university itself.

(1) It is recognized that the representation of lay elements on the various governing bodies of the university is necessary and justified in view of the nature of relationship between the university and the society. It would, however, be contrary to the principle of university autonomy if the lay or non-academic members in these bodies assume a dominating and controlling position. Conventions should be developed which would largely shift the centre of gravity of authority to the academic wing of the university's government....

(2) It is necessary to ensure that universities do not become administration or administrator dominated and keep vigilant in this regard....

(3) In the governance of a university, the principle that good ideas often originate at the lower levels of the hierarchy must be recognized and respected....

(4) The departments of a university are its main operational units on the academic side. We are of the view that wider administrative and financial powers should be delegated to them. Each department should have a Committee of Management under the chairmanship of the head of the department consisting of all professors and some readers and lecturers elected by the staff....

(5) As one positive step to encourage students to take part in university government and to make them realize their responsibilities in the day-to-day functioning of the university, we suggest that student representatives should be associated with the Academic Councils and the Courts of the universities. In some universities in Europe and elsewhere (e.g. in Berlin University) students are associated with the Executive Council also....

Autonomy in Relation to Outside Agencies

While universities must have this autonomy, it should be interpreted in the larger context of their obligation and responsibility to the nation and to mankind as a whole. It should not come into conflict with their basic purposes and their vital role in national and human progress....

For instance, the national needs for trained manpower have implications for the teaching functions of the universities. Similarly, the decisions about research which, in a way, must be taken primarily by the universities, cannot be taken in isolation from the economic and social needs of the country which must influence them in a large measure. Such decisions are national decisions in which the competing claims of different sectors of the society must be weighed against one another and in which long-range

programmes must be balanced against immediate needs. In the same way, the conduct of university affairs cannot be left *solely* to the academics ; their relationships to social needs requires the admission of non-academic persons within the machinery of their government. The universities have thus to share their decisions with lay agencies or authorities outside the system just as they have to share them with one another or with organizations within the university system itself such as the UGC or the IUB....

UNIVERSITY FINANCES

University autonomy cannot become real and effective unless adequate provision is made to meet the financial requirements of universities and colleges. While the UGC has been established as an autonomous body to provide the necessary financial resources to the universities without governmental control or intereference, State universities have to depend, for their maintenance grants and matching share, on the funds provided directly by the State Governments. This is an important source through which they can and sometimes do seek to curb the freedom of the universities. This is obviously undesirable. We recommend that the existing system of university finances should be re-organized on the basis of the following important principles:

—State Governments should deal with the universities with understanding and imagination and place adequate financial resources at their disposal to enable them to carry out their obligations in an efficient way. It would also be desirable if they seek the advice of the UGC in the matter.

—While some safeguards are inevitable in financial matters and reasonable economy in expenditure has to be ensured, it is essential to simplify rules and regulations and to operate them with speed and efficiency....

Grants to State Universities from the UGC

Difficulties have arisen in some universities because the State Governments are not prepared to provide for the committed expenditure arising out of the developmental programmes undertaken by them with assistance from the UGC. In some cases, the State Governments have argued that they were not consulted when the development programmes were originally undertaken and that they are, therefore, under no obligation to provide for the committed expenditure involved. These problems have to be solved at an early date in the interest of higher education. We, therefore, recommend that the UGC should take early steps to mediate in the matter and save these universities from the embarrassment caused by the non-payment of grants on committed expenditure by the State Governments.

Grants-in-Aid From State Governments to the State Universities

For the smooth development of higher education, it is essential to institute a better system of grant-in-aid. This must satisfy three essential conditions. Firstly, it is necessary to ensure that the grant-giving authority does not exercise too much control and rigidity of approach. A system of checks and balances —devised in other days for other purposes— is out of tune with the needs of a rapidly developing university administration and finance. Secondly, the grant receiving bodies have to exercise the utmost vigilance and economy in utilising public funds. Thirdly, the system should be sufficiently elastic and should leave some scope to the universities to experiment with new ideas and projects. Thus a system of grant-in-aid has to be devised which would promote a free flow of funds from one authority to another and at the same time ensure economy, efficiency and allow for the necessary degree of flexibility.

In the light of these general principles, we recommend that the system of grant-in-aid from the State Governments to the universities should be reorganized on the basis of a system of block grants providing for:

—fixation of block grant for a short period, say 3 to 5 years on a rolling basis;

—provision for inevitable increases of expenditure during the period of grant ;

—payment of special grants during this period for unforeseen development ; and

—a 'cushion' to be left to the discretion of the universities so that they can have a fund on which they can freely operate. One way of providing a part of the cushion would be to take into consideration only the 'standard' fees, the cushion consisting partly of the difference between the standard and the actual fees. For the same purpose, we recommend that the interest on endowments should not be taken into consideration while fixing the grant....

Financial Accountability of Universities

We have given careful thought to this matter. It is our view that universities should not only be immune from direct governmental intervention but also from *direct* public accountability. In the interest of the autonomy of the universities, their financial affairs should not be made either a subject of public controversy or an issue in party politics which is likely to be the case if they are placed before Parliament. Secondly, control over universities should be indirect and in keeping with their position in the national life....

ROLE AND APPOINTMENT OF THE VICE-CHANCELLOR

The person who is expected, above all, to embody the spirit of academic freedom and the principles of good management in a university is the Vice-Chancellor....

Taking a long-term view of the matter, we ... suggest that as the necessary conditions are created, the choice of the Vice-Chancellor should eventually be left to the university concerned. But in view of the present situation in many of our universities, we recommend, for the time being, the adoption of what

is called the 'Delhi pattern' or some suitable variation of it....

The term of office of the Vice-Chancellor should be five years and he should not normally be appointed for more than two terms in the same university. ...We also recommend that the retirement age for them should be 65 years. In the case of exceptionally qualified persons of all-India eminence, an exception may be made from the operation of this rule. But such exceptions should be very few indeed and patently justifiable and not be made, we repeat, to 'accommodate' retired officials or politicians or other 'dignitaries.'...

The universities in our country are passing through a stage of rapid development. In view of this, and also because of the very special position which the Vice-Chancellor occupies in the life and work of the University, it would be an advantage if his successor can be designated in advance by a year or so....

Academic Planning Boards

There is need in the universities for a permanent planning and evaluation machinery detached from the day-to-day administration. We recommend the appointment of Academic Planning Boards for this purpose, consisting of the representatives of the university, along with some persons from other universities and a few distinguished and experienced persons in Public life. These should be appointed by the Chancellor in consultation with the Vice-Chancellor. They should be responsible for advising the university on its long-term plans and for generating new ideas and new programmes and for periodic evaluations of the work of the university....

Universities and the Law Courts

This is a very difficult problem to which there is no easy solution. We would, however, make two main recommendations which may facilitate matters.

(1) The educational system should strive to give a proper value-orientation to education and to create the essential atmosphere necessary to transform all educational institutions into communities of teachers and students. Moreover, steps should be taken to make the administration of educational institutions as democratic as possible by associating the teachers and the students with it so that the grievances of individuals could be satisfactorily settled in most cases within the system itself and the temptation to go to courts of law would be minimized.

(2) We further suggest that the Government of India may approach the Supreme Court with a request to review the trends seen in the recent decisions of the courts in cases relating to universities and educational institutions and to consider the desirability of framing a suitable policy in this behalf which would help the maintenance of university autonomy and the development of higher education.

It may be mentioned in this connection that the question whether the decision of a university passing or failing a candidate in an examination is justifiable in a law court was recently considered by the privy Council in the U.K. The Council has ruled that the courts have no powers to adjudicate in such matters....

AFFILIATED COLLEGES

In granting affiliation to a college, both the university and the State Governments are concerned—the university from the academic point of view and the State Government, which is required to give grant-in-aid, from the financial point of view.... We make the following recommendations to improve the present situation:

(1) Affiliation of colleges is an academic matter and should be granted by the universities. But since each affiliation creates eligibility for aid, they should consult the State Government, in respect of all private colleges, before a final decision is taken.

(2) In granting affiliation for the first time, mention should be made not only of the time for which it is granted but also of the courses and the maximum number of students to be admitted to the college. In the admission of science students etc. the total number to be admitted to each course should be specified. When affiliation is granted subject to certain conditions, there should be a vigilant watch to see that they have been actually and properly fulfilled. Laxity in this behalf has often led to sub-standard colleges being affiliated, thus depressing standards.

(3) The State Governments should involve the universities more intimately with the operation of the grant-in-aid system to colleges. It would be desirable to have an informal committee consisting of all the Vice-Chancellors in the State to advise the Education Department regarding grant-in-aid to affiliated colleges. The committee should be consulted on formulation of grant-in-aid rules or modifications therein and the annual allocations of grant-in-aid. The work of this committee would be of great help both to the Department and the universities.

Council of Affiliated Colleges

We recommend that there should be a Council of Affiliated Colleges in every affiliating university, consisting of the representatives of the university and the colleges. It may also be advisable to associate with it as members, a few representatives of other universities in the State and from outside. The functions of the Council, to be laid down by the Statutes of the University, would be to advise the university on all matters relating to affiliation of colleges, to help the implementation of the policy of the university in this matter, to keep a close contact with the colleges with a view to help in their proper development and to evaluate periodically whether the standards of colleges are being steadily raised....

Government Colleges

By and large, there is a definite feeling that the State Governments should not normally conduct any colleges. At the same time, the transfer of Government colleges to universities is opposed by

some persons on the ground that it does not help the colleges and burdens the universities with administrative responsibilities that interfere with their development. It is, therefore, desirable that some suitable agency be devised for the management of such colleges.

We have examined the point carefully and find that it is not advisable to recommend a single solution which would apply to all cases. There is need to try different approaches to suit local conditions and traditions. We would like to make the following recommendations in this regard:

(1) In States like Madhya Pradesh or Rajasthan, there is a large number of Government colleges run by a separate Directorate of College Education. While this practice may continue, it should be ensured that the Director of Collegiate Education is an educationist of standing....

(2) The possibility of setting up an autonomous organization to manage all the government colleges in a State may also be explored. This organization, as we envisage it, will have a Governing Board with a whole time Secretary. All the Vice-Chancellors of the Universities in the State should be members of the Governing Board, along with some representatives of Government and some non-official educationists and university teachers.....

(3) An alternative possibility is the practice adopted in Delhi where each Government college has been placed under an autonomous Board of Governors. This has the advantage of localising the staff and enabling it to develop loyalty to their institutions.

Private Colleges

Private colleges form the vast bulk of affiliated colleges and unless they are properly directed and given adequate assistance, the general standards in higher education would not improve. We think that a major change is needed in the present policy which treats all private institutions alike, for purposes of control as well as grant-in-aid. This should be replaced by a discriminating pattern under which the really good institutions are given greater freedom and more liberal assistance while a firm policy of direction is adopted towards weaker institutions which do not deserve larger grants because they fail to make any attempt at self-improvement.....

The total grant-in-aid payable should be equal to:

—all teacher costs ;
—*plus* non-teacher costs actually incurred or the ceiling prescribed for the purpose, whichever is less;
—*minus* the contribution by the management which will have to be met from its own sources and *not* from fees; and
—*minus* the income collected at the standard fee rates, after allowing for the prescribed free-studentship.....

COORDINATION AND PROMOTIONAL MACHINERY

We come now to the agencies charged with overall promotion and coordination in higher education. The two main agencies for the purpose are the Inter-University Board and the University Grants Commsision and we shall examine in turn their functioning and what reforms may usefully be proposed.

The Inter-University Board

The IUB was set up by a resolution adopted at the first Conference of the Vice-Chancellors of Universities held in Simla in May 1924....The IUB provides a useful forum for exchange of views among Vice-Chancellors and discussion of common problems. The Board has also helped to enforce some standards and code of conduct among the universities. It is a useful channel through which the Government and the UGC can ascertain the opinion of universities on important problems. It plays the important role of representing university opinion to Government and the public....

We visualize considerable increase in the functions of the IUB. Even now it acts as a clearing house of information on university affairs and is the central agency for organizing inter-university sports. These responsibilities will continue and should be expanded. It should also be possible for the Board to develop certain advisory, research and service functions for and on behalf of the universities. In order to carry them out, the Board should be strengthened financially and enabled to maintain an adequate secretariat.

The University Grants Commission

As at present organized, higher education is divided into a number of sectors and compartments with little communication and inter-action between them....

This fragmentation unaccompanied by any effort at effective coordination is a serious weakness in our present pattern of higher education.

In our opinion, the UGC should represent the entire spectrum of higher education. It should be professionally concerned and adequately equipped to deal with all its problems. This is necessary for various reasons but principally because, in the contemporary world, no discipline can develop fully in isolation from the main stream of academic life. Agriculture, technology, medical sciences and teaching will all be the richer for being part of this broad stream and by being concerned with the problems and needs of one another. This applies most directly to teaching, but will apply more and more to research also. We, therefore, fully support the recommendation that it is essential to bring all higher education, including agriculture, engineering and medicine, within the purview of the UGC. This is the *ultimate* direction in which we should move.

We have examined this problem in all its aspects and have come to the conclusion that, although it is a desirable long-term goal, it will not be possible to take this step immediately and that, for the time

[1]This was also the view of the University Educationl Commission.

being, it would be more feasible to get up separate UGC-type organizations for agricultural, engineering and medical education and to create a machinery that would effectively coordinate them. Our proposals for immediate action, therefore, are as follows:

(1) It is not desirable that Government should deal direct with the universities. It is always a great advantage to interpose, between the government and the universities, a committee of persons selected for their knowledge and standing rather than for their political affiliation or official status....

(2) UGC-type organizations, based on the above principles, should be set up for dealing with technical, agricultural and medical education. They need not necessarily be set up by law and our purpose will be served if they are established as autonomous organizations....

(3) For purposes of co-ordination, there should be a certain overlapping membership between the UGC and the UGC-type organisations recommended above. In addition, the chairman of all these four bodies should meet periodically to review and co-ordinate their programmes.

The Committee of Members of Parliament on Higher Education had expressed the view that it would be undesirable to appoint a person, who is holding a full-time appointment as Vice-Chancellor, as a member of the UGC. This proposal has been accepted by Government and the necessary changes are being made in the UGC Act. We are unable to agree with this view and are of the opinion that the UGC should not be deprived of the services of an eminent person on the only ground that he happens to be a Vice-Chancellor....

The Model Act Committee raised the question of University Grants Commission or Committees to be set up by the State Governments for universities within a State, but made no specific recommendation. The Standing Committee of the IUB was strongly against the establishment of such Committees in the State, holding that if the State Government required any advice, it should consult the UGC. We agree with this view. In giving grants to universities, the questions of finance and standards, and collaboration between universities outside a given State, are all intimately linked. It may lead to confusion if the responsibility of coordinating standards was distributed amongst a number of bodies such as the Central UGC and the State UGCs. It would also hinder the existing direct relationship between the UGC and the universities....

COLLEGES (1950-51 TO 1965-66)

1960-61					1961-62		1965-66 (Estimated)		
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5,70,665	5,61,345	1,30,287	6,91,632	5,81,748	1,43,113	7,24,861	8,20,000	1,80,000	10,00,000
2,24,223	2,37,752	49,671	2,87,423	2,39,841	49,167	2,89,008	..	..	..
2,01,721	1,43,632	26,846	1,70,478	1,28,983	27,854	1,56,837	..	..	..
1,68,583	2,35,633	63,379	2,99,012	2,81,950	80,715	3,62,665	..	..	..
27,822	36,014	8,990	45,004	39,099	10,390	49,489	..	..	..
	365*%	12*%	377*%	364*%	32*%	396*%	..	..	..
2,923	3,576	697	4,273	4,128	777	4,905	..	..	..
6,25,272	6,58,134*	1,49,391*	8,08,025*	6,94,365	1,68,935	8,63,300	9,60,000	2,40,000	12,00,000
26,339	30,210	5,345	35,555	33,333	6,141	39,474	42,000	8,000	50,000

*Includes 1,162 boys and 296 girls whose age-wise and stage-wise distribution is not available.
*% Enrolment in Post-graduate Diplomas.

Book Reviews

Memories of Two Universities by S.R. DONGERKERY. Published by Manaktalas, Bombay, 1966.

Shri Dongerkery is one of the eminent educationists in India. He has attained this position by virtue of his love of culture and education and his varied experience in educational administration. All his major publications deal with one aspect of university education or the other. This book deals with his own association with Bombay University as its Registrar and Rector and with Marathwada University as Vice-Chancellor.

The contents of this book fall into three parts, though all the three parts are interwoven in their texture. .The author, when he is in an autobiographical mood, tells us about the patterns of circumstance that formed themselves around him and led him from one position to the other. He presents, incidentally, and in the course of his narration, pen-portraits of his associates and of the famous men with whom he had close contact—Dastur, Wadia, Chandavarkar, Dr. Mathai, and others. Last he gives his views on various problems connected with higher education and educational administration. The following chapters are particularly significant in this connection:

9. Examinations.
10. University Bodies and their Working.
32. The Students.
35. The Medium of Instruction.
38. Some Problems Common to our Universities.

Everyone interested in higher education should read these chapters. The trouble is that we either take such books for granted, or, having read them, forget all about them. There are a number of reports awaiting implementation and our academic councils and other learned bodies tend to be conservative towards reforms which are needed desperately. Nothing can be more frightful than the chilling indifference with which such measures of reform are summarily disposed of. While Mr. Dongerkery has a number of bright ideas which would easily have paved the way to reform, he himself could not do much to change the academic structure of the universities with which he was concerned. The reason is that much depends not on the individual but on the setting which conditions his work. If the individual has to deal with intrigue, malpractices and the exploitation of student energies by politicians for their own ends as part of his daily routine, there is very little time left him for doing anything else. Nothing short of an intellectual revolution can save our universities from stagnation.

I cannot resist the temptation to quote the following paragraph from Mr. Dongerkery's book: "The Government of Madhya Pradesh recently passed an Ordinance depriving the Universities in that State of their autonomy with regard to the appointment of their own teachers, and conferring this power and all disciplinary control over University teachers in the Public Service Commission of the State. ...It is reported that the Ordinance was passed because some improper appointments had been made by certain Universities in the State. If the report is correct, the remedy prescribed was certainly worse than the disease."

If the salt hath lost his savour, wherewith shall it be salted? Certainly not with a Public Service Commission!

Mr. Dongerkery's *The Tower* showed that there is a vein of robust poetry in him. This book is written from another tower, Rajabhai Tower, which is a vantage point for observing University men and affairs. It makes charming reading because of the humane and liberal outlook with which Shri Dongerkery looks at the world around him.

V. K. GOKAK

PERSONAL

Dr. Surendra Nath Shastri, Head of the Sanskrit Department, Gyanpur College, has been appointed interim Vice-Chancellor of the Varanaseya Sanskrit Vishwavidyalaya from June 10, 1966.

Mr. Morarji Desai, former Finance Minister, has been appointed Chancellor of the new Ayurvedic University, Jamnagar.

Dr. K. Everard, UNESCO expert in Structural Engineering, has taken up his assignment in the Faculty of Technology and Engineering, Baroda University.

Prof. D. J. Gowda of Mysore University left for Indiana University, USA, to attend the Asian Folklore Conference there.

Mr. Mahendra Pratap Shastri has taken over charge as Vice-Chancellor of Gurukul Kangri Vishwavidayalaya from June 1, 1966.

Dr. C. M. Abraham of Indore University who was to New York University as a Visiting Professor has returned.

Prof. D.D. Kosambi died in Poona on June 29, 1966.

TRANSLATION OF GURU'S WRITINGS

A special committee has been set up to select writings of Guru Gobind Singh which will be translated through UNESCO in 14 foreign languages including French, Russian and German. Another Committee had also been formed which would select sites for setting up befitting memorials in honour of Guru Gobind Singh.

A publication committee has also been set up at Punjabi University, Patiala, where writers and historians are busy in preparing literature depicting various aspects of Guru Gobind Singh's life.

Classified Advertisement

UNIVERSITY OF GORAKHPUR

Applications in the prescribed form (8 copies) available from the Office of the Registrar on payment of Rs. 2/- for the post of Lecturer and Medical Officer and Rs. 5/- for the post of Reader, as a registration fee, payable in cash or by money order or postal order drawn in favour of the Registrar, Gorakhpur University, Gorakhpur, for the following posts are invited so as to reach this office through employer, if employed, not later than June 29, 1966.

Provident Fund benefits according to the University rules are available. The general conditions of service will be those embodied in the agreement of of service, which the employee will have to sign before he enters upon his duties or as soon as possible thereafter.

(A) Lecturers: in the grade of Rs. 400—30—640—EB—40—800.

1. One in Hindi
2. One in Commerce (temporary)
3. One in Sociology (temporary)
4. One in Music (temporary)

Qualifications:

(*i*) For lecturers in Hindi, Commerce and Sociology:

(*a*) M. Music from Bhatkhande Music College, Lucknow, Prayag Sangit Samiti, Baroda University, or any equivalent recognised institution.

(*b*) Teaching experience of degree classes.

(*c*) Desirable—a good standing in the field of Music having training under some well-known Ustad in Hindustani Music. Above qualifications might be relaxed in case of some well-known Ustad belonging to reputed gharana.

(*d*) The candidates might be either a good vocalist or instrumentalist with specialization in Sitar.

(*ii*) For lecturer in Music:

(*a*) A first class Master's degree in the subject,

or

(*b*) A high second class with Doctorate degree in the subject and

(*c*) Postgraduate teaching experience of at least 5 years and

(*d*) Capacity of conducting and guiding research.

(B) Medical Officer: One in the grade of Rs. 250—25—350—EB—25—475—EB—25—600—EB—675—EB—25—700.

He will also be entitled to the same non-practising allowance as admissible to P.M.S. officers, that is an allowance of Rs. 25% of his salary subject to a minimum of Rs. 75/- and a maximum of Rs. 200 per month. The above scales of pay will be offered only to the Medical Graduates of the Standard qualifications and experience laid down by Government for P.M.S.I. of their own hospitals.

Qualifications: M.B.B.S. and registration in U.P.

Reader in Sanskrit: in the grade of Rs. 700—40—1100.

Qualifications:

(*a*) A first class Master's degree,

OR

(*b*) A high second-class with Doctor's degree in the subject and

(*c*) Post-graduate teaching experience of at least 5 years and

(*d*) Capacity of conducting and guiding research.

In exceptional cases, the Selection Committee may relax the above qualifications, in view of long teaching experience and research work of a high order.

Candidates will be required to appear for an interview, if called, at their own expense. The Selection Committee may recommend higher initial salary to a person specially qualified for the above posts. It will be open to the University not to fill in any post advertised. Convassing in any form by or on behalf of the candidate will disqualify him.

Sd/-
Registrar

UNIVERSITY OF GORAKHPUR

Applications in the prescribed form (8 copies) available from the office of the Registrar on payment of Rs. 5/- as registration fee payable in cash or by Money Order or Postal Order drawn in favour of the Registrar, University of Gorakhpur, are invited so as to reach this office not later than 15th of July, 1966, for the post of Registrar in the scale of Rs. 800—50—1250 with benefits of Provident Fund. He must be at least a graduate and should have considerable administrative experience. Working knowledge of a University or a Degree College will be preferred. Higher initial salary upto Rs. 1000/- p.m. may be given to a suitable candidate with expectionally higher qualifications. Age of retirement is 60 years. If a Government servant is selected for the post, his salary in the above scale will be fixed according to Government rules.

N.B. Candidates will be required to appear for an interview, if called, at their own expenses. It will be open to the University not to fill in the post advertised. Convassing in any form by or on behalf of the candidate will disqualify him.

S. M. KAR
Registrar

BANARAS HINDU UNIVERSITY

Applications are invited for a whole-time Research Assistant to work on a Research scheme sanctioned by the I.C.A.R., New Delhi, on 'The studiesfo Soil Arthropods in relation to climate, plant growth and their control' under the supervision of Dr. S. P. Mukharji, Reader in Agricultural Zoology and Entomology, College of Agriculture, Banaras Hindu University, Varanasi-5, U.P., for a period of three years on a salary of Rs. 250/- per month. The person appointed in the scheme will be entitled to the benefits of Provident Fund subject to the Rules governing the Fund and allowances as admissible under the Rules from time to time.

The candidates must possess either first or high second class M.Sc. degree in Zoology with Entomology or M.Sc. (Ag.) in Agricultural Entomology or M.Sc. in Agricultural Zoology with Entomology. Preference will be given to the candidate having research experience particularly in soil biology. The maximum age limit is 25 years on the 1st April, 1966, relaxable in the case of Government servants. Must possess a good physique to be able to stand the strain of hard outdoor work.

Candidates will to apply should send their qualifications to the Registrar (Administration), Government Grants Section, Banaras Hindu University, Varanasi-5, U.P., stating detailed qualifications on or before the *8th July, 1966*. The candidates will not be paid any Travelling Allowance, if called for *interviews*.

THE UNIVERSITY OF JAMMU AND KASHMIR

1. Applications are invited for the following posts of teachers in the various Post-graduate Departments of the Jammu and Kashmir University, Kashmir Division, Srinagar.

Chemistry
Economics
Library Science
History
Education

Professor Rs. 1000—50—1500	Reader Rs. 600—50—1000	Lecturers Rs. 350—30—500—EB—40—700
1	1	2
1	1	2
1	1	2
..	..	1
..	..	1
..	..	1
..	..	1

2. Minimum qualifications prescribed for appointment of University teachers are given below:—

Professors:

(*i*) A first or second class Master's Degree of a statutory Indian University or an equivalent qualification of a foreign University in the subject concerned.

(*ii*) A Research Degree of the Doctorate standards together with published work of acknowledged merit to the credit

of the applicant with an established reputation for research work in his field of specialization and ability to organise the department and to guide students in research leading to the Ph.D. Degree and to conduct research on his own.

(*iii*) Specialization in the concerned subject.

(*iv*) Ordinarily ten years (not less than five years in any case) experience of teaching at a University or of teaching Degree Classes in a College and experience of guiding research work.

Readers:

(*i*) A first or second class Master's Degree of an Indian University or an equivalent examination of a foreign University in the subject concerned.

(*ii*) Either a Research Degree of a Doctorate standard or a published Work of higher standard.

(*iii*) About five (but not less than three years) years' experience of teaching at a University or a college and some years experience of guiding research for Ph.D. Degree.

Lecturers:

A first or a high second class Master's Degree of an Indian University or an equivalent examination of a foreign University plus special qualifications required for the subject as may be determined by the Head of the Department concerned. Three years' experience of Degree classes if he holds a first class Master's Degree or five years experience of teaching of such classes if he holds a second class Master's Degree.

The applicant will please specify clearly the subject or subjects in which he has specialized at the Post-graduate or Ph.D. level.

The teaching experience mentioned above may be recommended for relaxation in exceptional cases.

3. Additional qualifications required for various posts are as under:—

Lecturer in Library Science:

(*i*) A first or second class Master's Degree with first or second class Diploma/Bachelor's Degree in Library Science from a recognised University.

OR

A first or second class Bachelor's Degree with first or second class Master's Degree in Library Science.

(*ii*) Two years' experience of teaching in Library Science.

Lecturer in History:

Should be able to teach European History/British History/or Philosophy of History and Historiography.

Lecturer in Education:

Should be specialised in Psychology.

4. The selected candidates will be on probation for one or two years on the basis of their merit. Provident fund benefit (with University contribution at 8-1/3%) will be permissible according to the University rules, ordinarily on confirmation.

5. On appointment the selected candidates shall have to execute an agreement with the University determining the terms and conditions of service.

6. Applications (eight copies) on the prescribed form accompanied by copies of recent testimonials and publications should be sent so as to reach the undersigned on or before 20th July, 1966. Applicatons received incomplete will not be entertained. Eight copies of the application forms will be supplied by the University Office, Srinagar, on application and pre-payment of Rs. 6.00 (including postage) which should be paid either in cash at the University Office, Srinagar, or by Postal Order crossed in favour of the Joint Registrar, University of Jammu and Kashmir, Kashmir Division, Srinagar, cashable at Srinagar Post Office.

7. Applications by Government servants should be sent through proper channel, by University teachers through Registrars and by person employed by private firms or institutions through the Head of the firm or institution. Applications not sent through proper channel will not ordinarily be considered.

8. Selected candidates will have to present themselves for an interview at Srinagar and they will be paid travelling allowance at the following rates:—

(*i*) Return second class railway fare from the candidate's nearest rail-head to Pathankot or (in the case the applicant is already employed) actual return railway fare of the class to which he may be entitled according to the rules of his employer;

(*ii*) Return actual bus fare from Pathankot to Srinagar. In case of candidates belonging to the State, actual bus fare from their respective home towns upto Srinagar;

(*iii*) No daily allowance will be paid for the day of the interview.

9. Canvassing in any form by or on behalf of the candidate will be a disqualification.

10. A suitable higher start may be considered for candidates with higher qualifications.

M. A. CHISHTI
Joint Registrar

No: F. 19(Apptt-4)PGD/KD/66.
Amarsingh Bagh, Srinagar-6.
June 16, 1966.

UNIVERSITY OF SAUGAR

Applications are invited so as to reach the Registrar, University of Saugar, Sagar, before July, the 7th, 1966 for the posts listed below on a prescribed form to be had on requisition. Applications for prescribed forms should be accompanied by a self-addressed envelope and a Postal Order of Rs. 5/- as application fee.

Candidates already in service should send their applications through the proper channel. An advance copy, however, may be sent. The application should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

Candidates selected for an interview will have to come to Sagar at their own expense and bring with them their original research papers, degree, etc.

The period of probation shall be 2 years from the date of substantive appointment to the permanent posts. This period of probation may, however, be extended by such further period as the Executive Council may deem fit, but the total period of probation shall in no case exceed three years. Service during the temporary appointment including the probationary period may be terminated without notice and without assigning any reason.

The age of retirement is 60 years.

PAY SCALE

Asstt. Professor: Rs. 400—30—640—40—800 with benefits of Provident Fund admissible under rules.
(Temporary Asstt. Professor—Rs. 400/- p.m. fixed.)

Higher starting salary in the prescribed scale may be given to exceptionally qualified and experienced candidates.

Qualifications

(*i*) A first class Master's or an equivalent degree recognised for the purpose by the University; OR A second class Master's Degree or an equivalent degree recognised by the University with at least 2 years' teaching experience of post-graduate classes preferably at a University or with recognised research work.
(*ii*) He must be able to teach in Hindi.

Specialization

The candidates must particularise in every case the branch of their specialization.

The candidates must show their qualifications from Matriculation upwards in details.

Department of Chemistry

One post of Asstt. Professor (Likely to become permanent)

Special qualifications: Candidate must have passed M.Sc. Examination in Chemistry with papers and not with thesis. He should have actual experience of modern methods of analysis.

Department of Botany

One post of Asstt. Professor (Likely to become permanent)

Special qualifications: Candidates who have speciiaized in Mycology will be preferred.

Department of Physics

One post of Asstt. Professor (Permanent)

Special qualifications: Specialisation in any of the following branches—Spectroscopy, X-Rays Electronics, Gaseous-Electronics (Palasma Physics) or Solid State Physics with research experience.

Department of Mathematics

One post of Asstt. Professor (Permanent)

Special qualifications: With specialization in the theory of Functions of a Real Variable and who has at least two years' teaching experience of post-graduate classes.

Desirable qualifications: (a) Should be able to teach Hydromechanics at the post-graduate level, (b) A Ph.D. will be preferred.

Department of Pharmacy

One post of Asstt. Professor for teaching Physics and Mathematics (Sanction-by the U.G.C. under Third Plan period for a period upto 28-2-1969).

Department of Geography

One post of Asstt. Professor (Tempoary in a leave vacancy for a period not exceeding one year).

Special qualifications:

Essential: (*i*) First or High Second class M.A., M.Sc. or M.Sc. (Applied) in Geography.

(*ii*) Must have offered Geography with one or more of the following subjects for the B.A./B.Sc. Examination: (*a*) Mathematics, (*b*) Physics, (*c*) Geology and (*d*) Statistics.

Desirable: Specialization/Training in Photogrammetry Town and Country Planning or any branch of Applied Geography.

Department of Commerce

1. **One post of Asstt. Professor** (Likely to become permanent)

2. **One post of Asstt. Professor** (Temporary in a leave vacancy for a period upto 28-12-1967).

NOTE—The applicants for the post of Asstt. Professors in Commerce will be required to teach all commerce subjects.

Department of Law

Five posts of Part-time temporary Assistant Professors—for the academic session 1966-67.

1. One post of Head of the Department of Law on Rs. 250/- p.m. consolidated.

2. Four posts of part-time Asstt. Professors—each on Rs. 200/- p.m. consolidated.

Qualifications: The applicant should have put in either, at least, seven years' practice at the bar, or should possess seven years' teaching experience of Law, or should have obtained the degree of LL.M.

ISHWAR CHANDRA
Registrar

CALCUTTA UNIVERSITY

Applications are invited for the post of Professor of Comparative Religion in the approved U.G.C. scale with benefits of admissible allowances and P.F. A higher initial salary, within the grade, may be given to an exceptionally qualified person.

Applicants should have (*i*) High academic distinction with Research degree in Comparative Religion (Philosophy), (*ii*) Research publications of sufficient merit, (*iii*) adequate Post-graduate teaching experience and (*iv*) experience of guiding research students preparing for a Doctorate degree.

The appointment will be made for five years in the first instance, which may not be renewed. The selected candidate will be placed on probation for one year which may be waived in exceptional cases. He will be entitled to academic vacations and holidays and shall be subject to rules laid down for the professorship in the Calendar and/or the relevant Statutes and Ordinances.

Seven copies of applications stating—(1) Full name; (2) Present address; (3) Statement of academic qualifications showing examinations passed with dates, subjects taken up and class/division obtained in each case; (4) Teaching experience. Appointments held and present occupation with salary drawn; (5) Research work done; (6) Research work guided (with the names of institutions and particular branches of research in respect of item Nos. 5 and 6); (7) Research degree/diploma or any other special academic distinction obtained; (8) Present age according to the Certificate of Matriculation or School Final or Higher Secondary or an equivalent examination; (9) Notice required for joining the post if selected; (10) Other particulars, if any, must reach the undersigned with copies of testimonials (which will not be returned) on or before 8th July, 1966.

The choice of the Selection Committee need not necessarily be confined to those who have applied.

CALCUTTA UNIVERSITY

NOTICE

Applications are invited for the post of Bagiswari Professorship of Indian Fine Arts in the approved U.G.C. scale with benefits of admissible allowances and Provident Fund. A higher initial salary within the grade may be given to an exceptionally qualified person.

Applicants must be persons born of Indian parents and should have (*i*) high academic distinction with Research degree in Indian Fine Arts, (*ii*) Research publications of sufficient merit, (*iii*) at least 10 years' Post-graduate teaching experience and (*iv*) experience of guiding research students preparing for a Doctorate degree.

The selected candidate will be appointed for five years in the first instance and thereafter may be made permanent. He will be entitled to academic vacations and holidays and shall be subject to rules laid down for the Professorship in the Calendar and/or relevant Statutes and Ordinances.

Seven copies of applications stating—

(1) Full name; (2) Present address; (3) Statement of Academic qualifications showing examinations passed with dates, subjects taken up and class/division obtained in each case; (4) Teaching experience. Appointments held and present occupation with salary drawn; (5) Research work done; (6) Research work guided (with the names of institutions and particular branches of research in respect of items Nos. 5 & 6); (7) Research degrees/diplomas or any other special academic distinction obtained; (8) Present age according to the Certificate of Matriculation or School Final or Higher Secondary or an equivalent examination; (9) Notice required for joining the post if selected; (10) Other particulars, if any, must reach the undersigned with copies of testimonials (which will not be returned) on or before 16th July, 1966.

The choice of the Selection Committee need not necessarily be confined to those who have applied.

SENATE HOUSE
13th June, 1966 REGISTRAR
JC (80) *Calcutta University*

OSMANIA UNIVERSITY

Hyderabad-7 (A.P.)

I. Professor of Civil Engineering (2 posts):

Qualifications: —(*i*) Post-Graduate Degree in Civil Engineering or an equivalent qualification.

(*ii*) Total experience of about TEN YEARS of which at least FIVE years should be teaching experience. Teaching experience of Post-Graduate Classes and experiecne in guiding Research will be considered as additional qualification.

2. Professor of Mechanical Engineering (2 posts):

Qualifications:—(*i*) Post-Graduate Degree in Mechanical Engineering or an equivalent qualification.

(*ii*) Total experience of about TEN years of which at least FIVE years should be teaching experience. Teaching experience of Post-Graduate Classes/ experience of guiding Research/Industrial experience in a responsible capacity will be considered as an additional qualification.

Age:—Not below (35) years and not above (50) years.

Scale of Pay: Rs. 1,000—50—1,500 plus D.A.

NOTE—1. In the case of persons possessing a Doctorate Degree and/ or having published work of high standard to their credit, relaxation in teaching experience will be considered.

2. In cases where post-graduate qualifications have been prescribed the Bachelor's Degree should be in the FIRST OR SECOND Class.

3. A higher start may be considered for a better qualified person.

4. Candidates already in Service must submit their applications through proper channel. They may, however, send an advance copy; but if called for Interview, they will have to produce a NO OBJECTION CERTIFICATE.

5. Filling up any of the vacancies depends on the exigencies of teaching work.

6. The University reserves the right to reject any application without assigning any reason.

7. If required, candidate must appear for interview at their own cost.

8. *Those who have already applied in response to the Advertisement No.* 15/1966 *need not apply again.*

9. Application Forms, with necessary instructions and full particulars, can be had from the Director, Department of Publication and University Press, Osmania University, Hyderabad-7 (A.P.), on payment of Rs. 2/- in person, or by M.O. or by Postal Order UNCROSSED, together with the Postal Charges of Re. 0.20, addressed to the Director.

10. If the Form is required by Registered Post, an amount of Re. 1/- must be sent.

Sd/-
(L. B. DESHPANDE)
Registrar

UNIVERSITY OF POONA

Applications are invited for the following teaching posts in the various Departments of the University:—

DEPARTMENT

1. Department of Physics:

1 Post of Lecturer
(Preference will be given to those who have first or a second class M.Sc. and Ph.D. in Physics and Post-Graduate teaching experience.)

3 posts of Demonstrators
(M.Sc. first or second class in Physics preferably with special subject of Wireless and Electronics, Spectroscopy or X-Rays.)

2. Department of Geography:

1 Temporary Lecturer
(Post vacant upto 30th June, 1967.)

1 Research Assistant

3. Department of Mathematics and Statistics:

1 Demonstrator in Statistics

Pay Scale

The pay scales attached to these posts are as under and they are inclusive of the Dearness allowance:—

1. **Lecturer**	Rs.	400—30—640—40—800.
2. **Demonstrator**	Rs.	250—20—350.
3. **Research Assistant**	Rs.	200—10—300.

A higher start is permissible in the case of specially qualified and experienced candidates.

Detailed information regarding minimum qualifications, age limit, etc., will be supplied along with the prescribed application form on receipt of a self-addressed envelop (9″x4″) bearing postal stamps worth Re. 0.45 to cover the postage.

The applications must reach the University Office not later than SATURDAY, 9th July, 1966.

N.B.:—1. It will be open to the University to consider the claims of suitable candidates who may not submit a formal application.

2. Those who are employed must submit their application through proper channel.

W. H. GOLAY,
Registrar.

Ganeshkhind, Poona-7.
June 15, 1966.

OSMANIA UNIVERSITY

The University re-opens on 1st July 1966 after the Summer Vacation. Applications in the prescribed form for admissions to various courses have to be made on or before 30th June 1966.

The University offers instruction in the following Courses:—

Arts
B.A. (3-Year Degree Course)

M.A. in Mathematics, Philosophy, History, Political Science, Public Administration, English, Economics, Sanskrit, Telugu, Hindi, Kannada, Marathi, Tamil, Arabic, Persian, Urdu, Linguistics, Islamic Studies, Indology, Sociology, Psychology, Geography and Statics.

Bachelor's Degree in Journalism: One-year course after graduation.

Bachelor's Degree in Library Science: One-year course after gradutiation.

Science
B.Sc. (3-year Degree Course)
M.Sc. in Mathematics, Physics, Chemistry, Botany, Zoology, Geology, Bio-Chemistry, Genetics, Statistics, Geography and Astronomy.
M.Sc. (Tech.) (3-year course after B.Sc. in Applied Geology or Geo-Physics)

Education
B.Ed. and M.Ed.

Engineering
B.E. (5-year Integrated Course after P-U.C.) in Civil, Mechanical, Electrical, Tele-communication and Mining.

B.E. (3-Year Degree Course in Civil, Mechanical and Electrical)

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M.E. (2-Year course) in Civil and Tele-communication. It is proposed to open this year courses in Mechanical and Electrical.

Technology
B. Tech. (5-Year Integrated Course)
M. Tech. (2-Year course)

Law
LL.B. and LL.M.

Commerce
B. Com. (3-Year Degree Course)
M.Com. (2-Year course)
M.B.A.

Post-Graduate Diploma courses conducted in the Evening:

(*i*) Public Administration	..	One-year course
(*ii*) Co-operation	..	
(*iii*) Linguistics	..	
(*iv*) Business Management		3-year course.

Admission is restricted to domiciles of Telangana region, but admission to M.Sc. (Astronomy) are made on an all-India basis.

For fuller details, reference may be made to "Rules of Admission" available on sale at 75 paise plus adequate postage with the Director, University Press and Publications, Osmania University, Hyderabad-7.

Applications on the prescribed form, together with a Registration Fee of Rs. 5.00, are invited for the post of PROFESSOR OF ECONOMETRICS OR OF MATHEMATICAL ECONOMICS, in the University Service, so as to reach the undersigned on or before 18th July 1966.

Qualifications

(*i*) A FIRST or SECOND Class Master's Degree of an Indian University or an equivalent qualification from a Foreign University in ECONOMICS, MATHEMATICS or STATISTICS or a combination of these.

(*ii*) Either a Research Degree of a Doctorate standard or published work of a high standard in MATHEMATICAL ECONOMICS or ECONOMETRICS, preferably applied to the field of Economics of Growth.

(*iii*) Five years' teaching experience out of which at least two years' should be either teaching or guiding research at the Post-graduate level.

Scale of Pay: Rs. 1,000—50—1,500.
Age: Preferably not above 50 years.

Note:—

1. Age restriction may be relaxed in the case of persons with considerable teaching experience and published work of high standard to their credit. A higher start may be admissible to better qualified candidates.
2. Second Class with Master's Degree denotes that the candidates have secured at least 50% marks in the aggregate.
3. Persons already in service must submit their applications through their employers.
4. Persons who have applied in response to Advertisement No. 6/66 need not apply again.
5. The University reserves the right to reject any application without assigning any reason.
6. Application forms, with necessary instructions and full particulars, can be had from the Director, Department of Publication and University Press, Osmania University, Hyderabad-7 (A.P.), on payment of Rs. 2.00, in person or by M.O. or by Postal Order UNCROSSED, together with the postal charges of 20 Paise, addressed to the Director.
7. If the form is required to be sent by Registered Post, an amount of Re. 1.00 must be sent.

Sd/-
(L. B. DESHPANDE)
Registrar

OSMANIA UNIVERSITY

Applications, on the prescribed Form, together with a Registration Fee of Rs. 5.00, are invited for the post of LIBRARIAN, University Library, in the University Service, so as to reach the undersigned on or before 18-7-1966:—

Qualifications:
"A" Essential :
(*i*) 'FIRST/SECOND Class B.A./B.Sc./B.Com. Degree with FIRST or SECOND Class M.Lib.Sc. Degree from a recognised University.

OR

FIRST or SECOND Class Master's Degree in Arts/Science with a FIRST or SECOND Class B.Lib.Sc. Degree or a ONE YEAR'S Post-Graduate Diploma in Library Science, from a recognised University.

(*ii*) FIVE YEARS' experience as LIBRARIAN or of working in a responsible professional capacity in a recognised Public Library.

"B" Preferential:
(*i*) Ph.D. in Library Science or approved Research Work of equivalent standard in Library Science.

(*ii*) Experience as LIBRARIAN or in a responsible professional capacity in running a University or any recognised Library.

Age: Not above 45 years.
Scale of Pay—Rs. 700—40—1,100.

NOTE—1. The University reserves the right to reject any application without assigning any reason.
2. Second Class with each Degree denoted that the Candidates have secured at least 50% Marks in the aggregate.
3. Candidates with Post-Graduate Diploma in Library Science must have obtained the Diploma in II Class with not less than 50% Marks in the aggregate.
4. Persons already in Service must submit their applications through their Employers. They may, however, send an advance copy; but if called for Interview, they will have to produce a NO OBJECTION Certificate from their Employers.
5. If called for Interview, Candidates must be prepared to present themselves at Hyderabad at their own expense.
6. Application Forms, with necessary instructions and full particulars, can be had from the Director, Department of Publication and University Press, Osmania University, Hyderabad-7 (A.P.), on payment of Rs. 2.00 in person, or by M.O., or by Postal Order UNCROSSED, together with the Postal Charges of Re. 0.20, addressed to the Director.
7. If the Form is required by Registered Post, an amount of Re. 1.00 must be sent.

Sd/-
(L. B. DESHPANDE)
Registrar

OSMANIA UNIVERSITY

Applications, on the prescribed form, together with a Registration Fee of Rs. 5/-, are invited for the following posts at the University College of Education, Osmania University, so as to reach the undersigned on or before 19-7-1966:—

1. Reader in Educational Psychology (1 post)
2. Lecturer in Education (1 post)
3. Lecturer in English Methodology (1 post)
4. Lecturer in Telugu Methodology (1 post)
5. Lecturer in Geography Methodology (1 post)

Qualifications:

Reader:

(*i*) A First or Second Class M.A. Degree in Psychology and a First or Second Class M.Ed. Degree of a recognised University, with specialisation in Educational Psychology, at the M.Ed. level.

(*ii*) About ten years' experience of teaching in a college of Education or Training College or in both put together.

(*iii*) Experience in guiding Research and in teaching Post-graduate Classes in Education.

(*iv*) Specialization in ONE of the following subjects, in addition, to Specialization in Educational Psychology at the M. Ed. level:

(*a*) Tests and Measurements in Education;
(*b*) Experimental Psychology.

Lecturers:

(*i*) A First or Second Class M.A. or M.Sc. Degree in the subject concerned, with a First or Second Class M.Ed. Degree, from a recognised University.

(*ii*) Teaching experience of two years in any recognized College.

Note—The condition of teaching experience may be waived in the case of a candidate having a Ph.D. or approved Research of equivalent standard.

Specialisation:

In addition to the common qualifications detailed above for lecturers, the following fields of specialisation at the M.Ed. stage are also required:—

Post No. 2:

In any ONE of the following Subjects:—

(*a*) Tests and Measurements in Education;

(*b*) Science Methodology.

Note—In Science Methodology, candidates' efficiency to supervise Practice Lessons in Telugu Medium will be an essential qualification.

(*c*) Educational and Vocation Guidance.

Post No. 3:

In addition to Specialisation in English Methodology, in any ONE of the following subjects:

(*a*) Comparative Education.

(*b*) Advanced Educational Sociology.

(*c*) Basic Education.

Note—Preference will be given to those who have some training at the Central Institute of English.

Post No. 4:

In addition to Specialisation in Telugu Methodology in any ONE of the following subjects:—

(*a*) Audio-Visual Education.

(*b*) Basic Education.

(*c*) Drawing and Painting.

Note—Preference will be given to those who have five years' teaching experience in Telugu Methodology in any Training College.

Post No. 5:

In addition to Specialisation in Geography Methodology, in any ONE of the following Subjects:—

(*a*) Educational Administration.

(*b*) Historical Foundations of Education.

(*c*) Child Education.

Scales of Pay:

Reader:

Rs. 600—30—900 (likely to be revised to Rs. 700—40—1,100).

Lecturers:

Rs. 325—25—559—EB—25 — 650 (likely to be revised to Rs. 400—30—640—EB—40—800).

Note—In case persons with prescribed experience are not available, they may be considered for appointment as Junior Lecturer in the scale of pay Rs. 300—25—325 on a temporary basis. Experience as Junior Lecturers will be considered as teaching experience required for selection as Lecturers in the University.

Age:

Reader:

Not above (40) years.

Lecturers:

Not above (35) years.

Note—1. A higher start may be given to candidates possessing exceptionally high qualifications.

2. Second Class with each Degree denotes that the candidates have secured at least 50% marks in the aggregate.

3. The University reserves the right to reject any application without assigning reason.

4. Filling up of any of the vacancies of teaching work.

5. Persons already in Service must submit their applications through proper channel. They may, however, send an advance copy; but if called for interview, they will have to produce a 'No objection' Certificate.

6. If required, candidates must appear for personal interview at their own cost.

7. Application Forms, with necessary instructions and full particulars, can be had from the Director, Department of Publication and University Press, Osmania University, Hyderabad-7 (A.P.), on payment of Rs. 2/- in person or by M.O., or by Postal Order UNCROSSED, together with the Postal Charges of 20 paise, addressed to the Director.

8. If the form is required by Registered Post, an amount of Re. 1/- must be sent.

Sd/-
(L. B. DESHPANDE)
Registrar

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the post of Part-time Lecturer in Tibetan on Rs. 300/- p.m. fixed without any allowances.

Qualifications:

"Good academic record with First or High Second Class Master's Degree in the subject or equivalent qualifications from Tibetan Academies. Evidence of published work/advanced studies or experiences of teaching degree classes for not less than 2 years. Knowledge of English or Hindi is essential and knowledge of Sanskrit is desirable".

The prescribed application form may be had from the Registrar's Office either personally or by sending a self-addressed envelop and stamps worth Rs. 0.70 to cover postage.

Applications on the prescribed form should reach the Registrar, University of Delhi, Delhi-7, not later than the 20th July, 1966.

Note—Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

JOB INDEX

Subject	*Post*	*University*
Chemistry, Economics, Lib. Sc., Comparative Religion, Indian Fine Arts, Civil Engineering	Professors	J & K, Calcutta, Osmania
Sanskrit, Educational Psychology	Readers	Gorakhpur, Osmania
Hindi, Chemistry, Botany, Physics, Mathematics, Pharmacy, Geography, Commerce, Law	Asstt. Professors	Saugar
Hindi, Commerce, Sociology, Music, Chemistry, Economics, Lib. Sc., Education, Physics, Geography, English Methodolgy, Telugu Methodology, Geography Methodology, Tibetan	Lecturers	Gorakhpur, J & K, Poona, Osmania, Delhi

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UNIVERSITY NEWS

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COLLEGES TO AWARD DEGREES

Move in Delhi Varsity

By Our Special Correspondent

A radical modification of the existing system of affiliating colleges to universities is under consideration by the authorities of the University of Delhi. The move has been prompted by two considerations : one is the desire to innovate and to experiment; the other is the pressure of numbers which is making the functioning of Delhi University more and more difficult.

In terms of sheer numbers, Delhi University is by no means a very big unit. There are something like ten universities which are handling a much larger number of students than Delhi. But because Delhi University is essentially a city university and has so far had a manageably small size, the pressure of numbers has made the authorities of that University think of what is likely to be the shape of things in another few years.

About two years ago the University of Delhi set up a Planning Group and one of the proposals recently made by this Group is that the colleges, while continuing to be affiliated to the University, might be given the authority to conduct their own examinations at the B.A. (Pass) and B.Sc. (Pass) level. It is true that the standards of assessment applied by different colleges would be different. Nevertheless, it is argued that the degrees from different colleges would, in due course, secure the value they deserve. While the degrees would be awarded by the University, the name of the college would be mentioned in the degree to indicate that the assessment has been done by the college itself. The colleges would have the freedom to take such help from the University departments and from other experts as they regard necessary. At the Honours' level, however, the examination should be conducted by a Board of the Department largely without any external examiners.

This proposal was recently considered by the Academic Council of the University which has now authorized the Vice-Chancellor to appoint a committee to go into the feasibility of this proposal.

Responsibility

While there is no doubt that this proposal is not free from risks, it is pointed out by the advocates of this proposal that the risks are worth taking. According to them, the name of the college on the degree will enable a Selection Committee to assess the ability of the student in terms of the reputation of that college. This will, therefore, oblige the colleges to make sure that they use this power given to them properly and with due sense of responsibility and not in an irresponsible manner.

This proposal has been made in respect of B.A. and B.Sc. (Pass) courses whose number in the year 1965-66 was 14,709 but it is expected to go up to 28,486 in the year 1975-76.

If this proposal is eventually accepted, the University of Delhi will be the first University in the country to have embarked upon this experiment. It will be recalled here that the Education Commission has also recommended the setting up of a number of Autonomous Colleges in the country. This proposal of Delhi University may be taken as a step in that direction.

23 July 1966

Administrative Reforms at *Ludhiana*

★

India tops in C'Wealth *Awards*

★

Guidelines for Exam *Reform*

★

New Crop Varieties to Increase *Farm Yield*

★

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Reform of Science Education

The broad outline for reform of science education in this country has been chalked out at a conference of scientists and educationists from the USA and India at Srinagar recently.

The meeting was attended by 15 representatives of the United States National Science Foundation and six delegates from the US Agency for International Development. On the Indian side there were about 22 delegates representing various universities, Education Ministry, the UGC, and the National Council of Educational Research and Training.

The conference recommended the setting up of a Board of Science Education to co-ordinate the all-India programme for the improvement of science education for which substantial US credit would be forthcoming. The meeting stressed the need for an "expanded" programme of summer science institutes so as to include wider variety of activities such as part-time institutes, pilot projects in universities, publication of up-to-date science textbooks, production of instructional films and laboratory apparatus.

Institutes

It suggested setting up of 192 short-term summer science institutes including 42 for engineering in 1967-68. The number, it was felt, could be progressively raised to 400 within five years. According to estimates made at the conference, the requirements of the institutes' staff would be about 1,000, including US consultants, and expenditure about Rs. 28 million per year including the Indian rupee component.

The National Board of Science Education should set up advisory panels for Mathematics, Biology, Chemistry, Physics, Engineering, Technology, and other disciplines when it is deemed to be necessary, it was urged.

The conference also recommended a national pilot project where a few selected universities will co-operate with schools in certain areas to improve standards of instruction in certain specific disciplines.

It was also stressed that preparation and distribution of textbooks, teachers' guides, laboratory manuals, kits and equipments be entrusted to selected groups of scientists.

15 New Research Projects

The Punjab Agricultural University has decided to launch 15 new research projects during 1966-67 which would cost over Rs. 15.5 lakhs.

One of the important projects pertains to weed control. Under the scheme, investigations would be conducted to identify the floating, submerged, and merging weeds in the irrigation channels, drains, and canals and to find out the effective use of herbicides for control of such water weeds.

Under another scheme, it is proposed to start work to evolve high yielding, disease resistant and a good quality strains of "Mash," "Moong," and "Massar" pulses.

It was proposed to start work for evolving a suitable drainage technique for the affected regions of the Punjab during the current year. Besides, it is also proposed to start research on important pirus and nematode diseases affecting vegetables and field crops and fruit trees to ascertain the losses caused by them. Under the scheme, it is proposed to develop techniques for the purification of different viruses and their properties and to study the mode of transmission of viruses. For these purposes, a unit of virology and nematology would be established in the Plant Pathology Section.

It is also proposed to establish a soil testing laboratory at Gurdaspur during the current year. Under another scheme it is proposed to start investigation work on the various diseases affecting different species of livestock in the hilly areas of the Punjab.

Advisory Board of Libraries

The Union Government has set up a National Advisory Board of Libraries under the Chairmanship of Mr. M. C. Chagla, the Union Minister of Education.

The Board will advise the Centre and the State Governments on all matters relating to libraries referred to it by the authorities concerned and will offer advice regarding establishment, improvement, reorganization, popularization, and co-ordinated development of the libraries in the country generally.

The decision has been taken on the basis of the report of Working Group formed by the Planning Commission to consider library development programmes during the Fourth Five-Year Plan. In the light of the recommendations of the Working Group, an allocation of Rs. 28 crores has been tentatively made during the Fourth Plan. The advice of the Board will be utilized in the implementation of these programmes and the programmes during subsequent Plans.

Besides the Education Minister, the Board will have five nominees of the Government of India as its members. The Central Government will further nominate three Members of Parliament—two from the Lok Sabha and one from the Rajya Sabha. The Honorary Library Adviser to the Union Government will also be a member of the Advisory Board.

Other members of the Board include: Librarian, National Library, Calcutta, Adviser (Education), Planning Commission; a nominee of the University Grants Commission; one nominee each of the State governments and one representative each of the Indian Library Association, All-India Federation of Publishers and Booksellers Association, National Council of Educational Research and Training, Indian Adult Education Association, National Book Trust, and the Children's Book Trust.

The Incharge of the Libraries Division in the Ministry of Education will be the member-Secretary of the Board. The tenure of the official and non-official members of the Board will be five years.

ON ADMINISTRATIVE REFORMS

In response to our request for details regarding the recent administrative reforms carried out by the Punjab Agricultural University, Ludhiana, the Registrar has kindly supplied us the following information. We commend this brief note to the notice of all administrators in Indian universities.

In the Punjab Agricultural University we were experiencing difficulties with the old administrative and financial procedures which very often resulted in unnecessary delays. For some time after the formation of the University, we followed the system known as the "Double-File System," under which the Heads of various Departments and Officers of the University, including Deans and Directors, maintained separate files in respect of subjects pertaining to the business of their offices and made references to the Vice-Chancellor for obtaining his orders.

The above-mentioned system very often caused delays and led to unnecessary duplication of work. It also placed too much burden of work on the Registrar of the University, who was working as the Secretariat Officer under the Vice-Chancellor for disposing of all types of cases that converged on his office for obtaining the orders of the highest authority. In order to remedy this situation, measures had to be taken to improve the system of administration of the University so as to simplify procedures, to delegate authority, to centralize office work and to give wider and comprehensive administrative and financial powers to the Officers of the University, the Deans and Directors, Heads of Departments and Class I and Class II teachers and by doing so to remove bottlenecks and to cut down delays as far as possible.

The most important steps that we have taken to eliminate delays and red-tapism are as follows:

(*a*) The introduction of Single-File System between the Vice-Chancellor and Officers of the University on the one hand and between the Officers of the University and the Heads of Departments on the other; and streamlining and simplification of office procedures.

(*b*) Delegation of most of the powers previously centralized in the Vice-Chancellor to the Officers of the University, Heads of Departments and Class I and Class II employees of the University.

(*c*) The abolition of supervisory posts of Superintendents and keeping in abeyance some senior administrative posts and the reduction of posts of Assistants.

(*d*) The provision of Superintendents and Assistants to the Heads of Departments so as to strengthen their office organization and to relieve them of unnecessary paper work.

(*e*) Arrears reports and check registers.

(*f*) Introduction of Trimester System of examinations and cutting down delays in announcing results of examinations under the traditional system.

The steps taken in respect of each of the above measures can be enumerated as follows.

(a) Introduction of Single-File System

All Officers of the University and the Senior Architect have been authorized to send their files directly to the Secretary to the Vice-Chancellor so as to obtain the orders of the Vice-Chancellor. After the Vice-Chancellor has passed orders, the office of the Vice-Chancellor returns all the papers and the noting leading to Vice-Chancellor's orders to the officer concerned. In some important cases or those involving policy decisions, copies of papers or noting can be retained in the Vice-Chancellor's office for future reference, but the original papers have to go back to the office from which the proposal had emenated in the first instance. Orders of the Vice-Chancellor are issued by the officer concerned and a copy of each of these orders is sent to the Secretary to the Vice-Chancellor for record. The primary unit of administration in the University is the Department.

For the simplification of procedures, the Vice-Chancellor has authorized all Officers of the University, Heads of Departments, Class I teachers and grade "A" employees and also the Secretary to the Vice-Chancellor to authenticate and convey orders passed by the Vice-Chancellor on the files. It has been decided that orders of the Vice-Chancellor are generally to issue from the office which initiated the case and where the record is maintained, or by the Secretary to the Vice-Chancellor.

Another step taken for the simplification of procedures is that an Assistant dealing with a case is now required to put up cases directly to the Officer concerned competent to pass orders in a case. To expedite the disposal of references, one Steno-typist is attached to two Assistants. As the work of the offices has been decentralized and enhanced, powers have been given to all Officers, functions to be performed by each have been clearly demarcated and specified. The dealing Assistant would now know which Officer has to be approached for obtaining orders in a particular case. The files have not to pass through many hands before orders are

obtained. The Officer concerned either passes an order on the file and if he finds that in a particular case the matter must be referred to the next superior Officer, he submits the file with his opinion to the higher authority and obtains orders expeditously.

(b) Delegation of Administrative and Financial Powers

The Statutes of this University had authorized the Vice-Chancellor to delegate all or any of his powers to the Officers of the University or to any other employee whenever he found that such delegation was necessary for the administrative efficiency in the University. In order to avoid routine administrative matters to be referred to the Vice-Chancellor very often, the Vice-Chancellor has decided to delegate most of his administrative and financial powers contained in the Statutes to the Officers of the University, Class I and Class II teachers and other executive Officers. Only policy matters and important matters requiring the special attention of the Vice-Chancellor are now sent to him for his orders or for seeking guidance. This measure has not only relieved the Vice-Chancellor of unnecessary paper work, but has given to all other teachers and Officers a sense of responsibility and importance. It has also cut down delays considerably. If Heads of Departments and other executive Officers in the University are vigilant and exercise proper control over the staff working under them, there is absolutely no reason why delays in administrative and financial matters should not be completely eliminated from the offices of the University.

(c) Abolition of Supervisory Posts of Superintendents

In order to eliminate unnecessary delays in the office on account of the existence of too many supervisory officials, it has been decided to do away with the posts of Office Superintendents in some of the offices of the University. For example, two posts of Superintendents in the office of the Registrar have been abolished. Similarly, some of the Assistants have also been reduced so that references are quickly brought to the notice of officers who have to deal with such cases and pass orders. The abolition of all these posts has not only led to an economy in expenditure, but has also brought the dealing Assistants directly in touch with the Registrar. An attempt is made to dispose of a reference within three days of its receipt. As far as possible, replies to letters received from Deans and Directors and Heads of Departments are dictated by the Officer concerned. Only those papers are marked to the office where rules, precedents, or references have to be referred to. The reduction of unnecessary staff and the direct contact between the dealing Assistant and the competent authority have led to the toning up of administration and increasing the efficiency in our offices.

(d) Provision of Superintendents to Heads of Departments

Whereas the posts of Assistants and Superintendents have been reduced in the offices of the Registrar and the Comptroller, the offices of the Heads of Departments have been strengthened by the addition of Head Clerks, Assistants, Office Superintendents, and Admin-cum-Accounts Officers. Even some of the posts of Assistant in the office of the Deans have been transferred to the offices of the Heads of Departments. As the office of a Head of the Department was made the pivot of administration in the University, it was necessary to strengthen their offices by providing them with supervisory staff. This was necessary also to relieve them to the routine administrative work as to allow them to focus their attention on more important matters specially on the teaching and research side. Thus, technical personnel have been relieved of unnecessary office work and given necessary assistance wherever possible.

(e) Arrears Reports and Check Registers

In addition to these measures, we have also introduced the system of preparing weekly arrears reports and for scrutinizing these reports very carefully. Whenever a case is delayed more than a week, it is included in the arrears report which is submitted by the Assistant concerned to the Controlling Officer. In all such cases, reasons for delay are given and the Officer concerned checks up some of these cases for detailed scrutiny if he finds that reasons given are not satisfactory.

The above-mentioned arrears reports are prepared by each Section of an office on the basis of the contents of the check register maintained by Clerks known as Record Assistants. Whenever a case is delayed for more than a week, the Record Assistant includes it in the list of delayed cases. The registers are periodically examined by the Assistants in charge of different sections. The Assistant is made personally responsible for the accuracy of the check register and the weekly arrears report.

It is also to be ensured that periodic inspections are carried out by Branch Officers regularly. There is also a proposal to introduce the system of a Vigilance Squad for conducting surprise check of different offices of the Universtity.

(f) Introduction of Trimester System of Examinations

In order to avoid delays that used to occur between the holding of an examination and the declaration of results and also to improve the general system of education, this University decided to introduce the Trimester System of examinations and studies. The introduction of this system has enabled us to ensure that both the teachers and the students are always kept on their toes and that the relationship between the teachers and the taught are improved considerably. In the present-day context of the country's need for a large number of technically trained persons, this country cannot afford to follow the traditional system of education, which involves such a large percentage of failures in the colleges and compels the students to resort to cramming a large volume of information to be spurted out after long intervals at the time of annual examinations held once in two years. This University has replaced this defective system by a new system in which a student is required to clear a unit of instruction at the end of a term in which it is taught. No external examiners are required. The entire responsibility for the assessment and evaluation of work of the students has been given to the internal instructors and teachers who are fully relied upon to work honestly and conscientiously. They are supposed to test their students very frequently by giving them quizzes, periodical, hourly tests, by giving laboratory and other assignments, and by conducting mid-trimester and end of the trimester examinations. At the end of each trimester, a teacher of a course is supposed to grade his students as "A," "B," "C," "D," or "E" on the basis of the academic performance of the student in various tests, assignments, and examinations. The new system has discouraged idleness and tendency to work by fits and starts on the part of the students and teachers alike.

NEW CROP VARIETIES TO BOOST FARM OUTPUT

New crop varieties developed at the Punjab Agricultural University, Ludhiana, now released for general cultivation, are expected to revolutionize wheat and bajra cultivation in the Punjab. These varieties evolved after painstaking study and extensive field experiments are expected to increase the yield from 13 to 58 per cent.

The new strains developed at the Agricultural University are: PV-18 (Wheat), Hybrid Bajra No. 1, Till No. 1 (Sesamum), Haryana-1 (Brown Sarson), Punjab-24 (Yellow Sarson), and J-34 (Cotton).

With the official recognition granted to the two new varieties, PV-18 and Hybrid Bajra No. 1 a new era in modern agriculture would be heralded in the Punjab within the next few years, as the area expected to be covered would be 50 per cent of the entire cultivated area for wheat and bajra in the State.

Co-ordination

The release of the two varieties, PV-18 and Hybrid Bajra No. 1, was made possible after three years of intensive experimental work at the University, in the cultivators' fields, and the close co-ordination effected between the plant breeding agency of the University, Department of Agriculture, Punjab, and the Extension Agency of the University. This is a new record in the evolution of a new variety of seed which in the normal course of events would take eight to ten years to be introduced.

PV-18, according to trials conducted, has given outputs ranging from 27.8 and 89 per cent over the best Indian and Mexican wheat varieties introduced in India, while Hybrid Bajra has recorded increase of 25 to 58 per cent over the existing Indian varieties. Till No. 1 has given an increase of 13 per cent in the eldiy over the present varieties. The new born Sarson strain (Haryana) has given an increase of 13 per cent over the present varieties while Punjab 24 has given an increase of 20 per cent. The output of the new varieties of cotton has been found to be 21 per cent more than the existing varieties.

Tea Yield

The PAU is now conducting experiments to increase the yield of tea and a good deal of original research has been done at the Tocklai Tea Experimental Station in Assam. Valuable information and data thus collected have already been disseminated among the tea planters in the Kangra District.

A training course in the cultivation and manufacture of tea was also organized by the PAU recently at Palampur in which about 50 farmers participated. This gave an opportunity to the trainees to get conversant with modern tea making machinery. The University is also taking speedy steps to strengthen the field advisory service for the benefit of tea planters at Palampur.

INSTITUTE OF FRENCH STUDIES

An Institute of French Studies almost in line with the Institute for Soviet studies will be set up in India next year. The institute in the initial stages will concentrate on the teaching of French and proposes to offer a number of scholarships to deserving candidates who show promise of attaining proficiencey in the language.

According to spokesman of the Government, the importance of French cannot be over-emphasized. About 400 French business men, who visited this country last year, brought with them 150 interpreters because of the difficulty in getting local interpreters. This is even more so at international conferences.

Apart from this, 21 countries in Northwest and Central Africa are French-speaking. French is also the dominant foreign language of West Asia, Far East, and Latin America.

CULTURAL EXCHANGE

Moscow-Delhi Varsities Agreement

The following is the text of the scientific and Cultural Cc-operation Agreement concluded recently between Moscow State University and Delhi University.

The Moscow State University and Delhi University, aspiring towards more close and fruitful co-operation, have come to an agreement on the basis of the cultural Agreement Programme (Point 31) about the establishment of constant scientific and cultural relations between the universities by (*a*) the invitation of scientists for giving lectures and the exchange of experience in pedagogic and scientific work, (*b*) the exchange of students and postgraduates for practical work and collection of scientific material, (*c*) taking part in scientific conferences organized by the universities, and (*d*) the exchange of scientific information and publications.

The exchange of Professors and tutors will be realized on the terms of reciprocity. The contracting parties will take into account the desires of each other regarding the definition of speciality and qualification of the appointed scientists and the dates most suitable for giving lectures.

Moscow University and Delhi University will exchange (*a*) postgraduate students on various scientific problems and (*b*) groups of students for practical work; suitable dates for coming and the number of students will be coordinated in each case.

Accord on Academic Work

The universities of Aachen and Ruhr are likely to enter into a partnership arrangement with Osmania University, Hyderabad, for academic work.

According to the project now under negotiation complete reciprocity will be maintained between the two West German universities and Osmania University on the basis of a permanent liaison. The partnership envisages vigorious exchange of teachers and students for joint research in subjects mutually agreed to and exchange of publications and material for doctoral studies.

This arrangement it is hoped will arouse further German interest in a detailed study of the present-day problems in India and the living phase of Indian culture. It is also hoped that this will also stimulate fresh thinking on university work and tradition in India.

Reciprocal

The universities will realize the programme of reciprocal invitation of scientists for taking part in scientific conferences organized by the universities on the most urgent problems of science. The contracting parties will mutually inform each other about the planned conferences in due time.

The universities agree to exchange curricula, plans of publications, methodological works, printed scientific works and articles for publishing in the universities' periodicals.

Moscow University is ready to send (*a*) issues of *Vestnik, Moscow State University*, (*b*) collections of articles and monographs according to the plan of publications, and (*c*) periodicals (*Moscow University*, etc.). Delhi University will send comparable publications which will be defined later on while working this out.

India to Host Statistical Centre

Host facilities for the setting up of a regional statistical research and training centre have been offered by four countries—India, Japan, the Philippines, and Thailand, The Executive Secretary of ECAFE is to appoint a committee of three experts who will visit these countries and then advise him on the selection of a site for the centre.

A decision to this effect was taken at the Conference of Asian Statisticians, which ended a two-week session at ECAFE's headquarters in Bangkok on 24 June. The meeting was conducted jointly by ECAFE and the Stastistical Office of the United Nations.

It was attended by 55 representatives from 24 ECAFE member and associate member countries and representatives from various specialized agencies.

Establishment of a statistical research and training centre for the region was endorsed by ECAFE's annual session held in New Delhi last April. The purpose of the institute would be to promote training and methodological and operational research and thereby assist the development of statistics in Asian countries.

The Centre would train some 30 to 40 persons each year over the next five years. It would reduce the shortage in trained statisticians, particularly in countries which have no national statistical training facilities.

CENTRAL HILL UNIVERSITY

A new university will be started shortly to serve the cause of higher education in the hill areas of Assam. The Centre, it is reliably learnt, has agreed to set up a Central Hill University.

AWARDS AND SCHOLARSHIPS

INDIA TOPS IN C'WEALTH AWARDS

Thirty-seven Indians—the largest number for any one country—were among 193 scholars from 35 countries who received awards for study in Britain during the present academic year under the Commonwealth Scholarship and Fellowship Plan.

There were 3,858 applications from India for the 1965-65 awards. Of the 6,220 applications received last year, 193 were accepted. The successful candidates are studying at 32 universities and colleges, most of them (70) in London and 15 each at colleges in Oxford and Cambridge.

During the present academic year there are 520 men and women from Commonwealth countries overseas holding scholarships and fellowships in Britain under the Plan, of these, 114 are from India.

Commonwealth scholars who qualified in 1964-65 included 35 from India, 25 of whom took Ph.D. degrees. Awards accepted by British candidates included four tenable in India—at Madras, Visva Bharati, and Delhi universities.

Thirty-four new medical awards tenable in India, Australia, Canada, Ghana, Hong Kong, Jamaica, Malaysia, New Zealand, and Nigeria have also been accepted.

The Scholarship and Fellowship Plan, as agreed to by Commonwealth Governments at the Commonwealth Education Conference held at Oxford in July 1959, created over 1,000 postgraduate awards at any one time throughout the Commonwealth. Of this, the British Government undertook to provide 500. The awards are mainly in the academic field and for postgraduate study and research.

Stevenson Memorial Fellowships

Nine Adlai E. Stevenson Memorial fellowships are to be awarded by the United Nations Institute for Training and Research (UNITAR), covering a 10-month period beginning on 15 January 1967 and carrying a total stipend of approximately £ 10,000.

The fellowships will enable young men and women, mainly from the developing countries, to improve their competence for service in furthering the understanding and role of international organizations.

Applicants for the fellowships must be in the 25-35 years age-group on 16 September 1966; must be graduates of a college or university of recognized standing; must have a proficiency in English or French; and must have at least two years of experience in international affairs with a government, an international organization, a university, or a private organization.

The programmes of those who receive the fellowships will be specially planned to offer opportunities to obtain experience in a selected phase of United Nations activity. Formal academic studies will be outside the purview of the fellowships.

Applications for the fellowships can be obtained from the offices of UNITAR located at 801 United Nations, Plaza, New York City, and from the offices of the Resident Representatives of the United Nations Development Programme (UNDP) and the Directors of the United Nations Information Centres. The applications must be completed and returned in time to reach UNITAR by 15 October 1966.

Stress on Better Standards

The National Development Council has proposed an outlay of Rs. 1,260 crores on education in the Fourth Plan. This is equal to 8.7 per cent of the Plan's total public sector outlay of Rs. 14,500 crores against 7 per cent on education in the Third Plan.

Of this proposed outlay, the Union Government will handle Rs. 380 crores and the State governments Rs. 880 crores. Elementary education will be allotted 31.6 per cent of the total outlay while technical and secondary education has been allotted 20 and 22.2 per cent respectively.

Though there will be much expansion of educational facilities at all levels, 30 per cent of the total outlay is to be spent on schemes to improve teaching standards. These schemes will include more training for teachers through correspondence courses, improvement of science education, expansion of library facilities, preparation of textbooks, summer institutes and seminars and development of selected schools.

In addition steps will also be taken to maintain closer co-operation between the Centre and the States especially to keep up the standard of higher education, technical education, and other programmes of national importance.

It is also envisaged that the number of science students at the various universities will be raised from 40 to 50 per cent by the end of Fourth Plan.

Campus News

Correspondence Course

Delhi University has from this academic session fixed a ceiling on the number of students who could be taken for correspondence courses and this figure has been fixed at 4,600 students. This has been decided because the University authorities feel that, with the present staff and accommodation, the Directorate of Correspondence Courses will not be able to deal with more students.

The Directorate is likely to recruit 125 teachers and introduce three more subjects of study—Philosophy, Sanskrit, and Elective English. At present the Directorate offers seven subjects.

It is anticipated that after the implementation of the plans the Directorate of Correspondence Courses will be able to enroll 10,000 students.

The UGC is likely to sanction a grant for building the new Directorate building on a two-acre plot near the present premises.

Jiwaji University has opened a student advisory bureau where information regarding courses of study, scholarships, travel grants, and other facilities offered by universities and associations in India and abroad are furnished. Plans for giving vocational guidance are also underway.

Mysore University is likely to enter into an exchange agreement with the Kiev University of the USSR. The agreement envisages exchange of information on academic matters, exchange of slides, samples, and exhibits for zoological museums. It may also provide for exchange visits of scientists from each university, for a period of one year, for lectures.

The University Department of Postgraduate Studies and Research in Geography has taken up the publication of a series of research papers.

Madras University. Of the 14 new colleges opened in the State, eight or nine are affiliated to Madras University and the rest to Madurai University. Among the new colleges three will be for women.

IIT Madras will receive more Professors and laboratory equipment, besides other facilities, from West Germany, according to a new agreement signed between the Union Government and the Federal Republic of Germany. The agreement provides for the services of 25 Professors, senior Scientific Assistants, and Visiting Professors, facilities for study and training for 60 teachers of the Institute, and equipment for completion of 20 science and engineering laboratories already established under the original agreement under which the Institute was set up. The agreement also provides for the supply of equipment for five new laboratories in machinery, Elements, Mechanical Handling, Hydraulics, and Structures. Besides, replacement equipment, spare parts, accessories, and technical books will also be supplied.

Madurai University is instituting chairs in Telugu, Kannada, and Malayalam.

The University proposes to start an Institute of Languages.

The Central-Electro-Chemical Research Institute, Karaikudi, Sacred Heart College of Christian Theology and Philosophy at Shenbaganur, and the Astro-Physical Observatory at Kodaikanal have applied to the University for being recognized as research institutes for postgraduate and research studies.

With the starting of four more colleges this year, nearly 1,000 additional seats for the P.U.C. have been made available.

Evening colleges are being introduced during this year in the Sri Meenakshi Government College, Madurai, Chendikumar Nadar College, Virudhunagar, and S.T. Hindu College, Nagercoil.

Nagpur University has introduced postgraduate teaching through the medium of Marathi. To begin with Sociology, History, Political Science, and Economics will be taught in Marathi. Nagpur is the first University in Maharashtra to introduce regional language as the medium of instruction at the postgraduate level.

Osmania University has decided to institute Ph.D. course in Tamil from January 1967, Master of Oriental Language degree course in all languages, two-year M.Sc. course in Genetics, and Ph.D. degree in French.

The University has also decided to revive third division at the postgraduate level for M.A., M.Sc., M. Com., and M.Ed. examinations.

Provision is also being made for a candidate who is already M.A., M.Sc., M. Com. or M.Ed. to reappear for the same examination so that he can improve on his earlier performance. But this facility is being given only once within a period of three years.

The University has introduced one-year postgraduate diploma course in Geographical Cartography.

The minimum percentage of marks for Second Division in B.A., B.Sc., and B. Com. examinations is proposed to be raised from 48 to 50.



The Prime Minister, Mrs. Indira Gandhi, inaugurating the Golden Jubilee Celebrations of the SNDT Women's University

The Orissa University of Agriculture and Technology has started a five-year integrated course in Agricultural Engineering from the academic session 1966-67. There will be 32 seats for the present and minimum qualifications for admission is a pass in the Pre-University Science and the minimum age requirement is 16 years on 1 July 1966.

The University has introduced Trimester system of teaching from 1966-67 in the first year classes of the B.Sc. (Ag.), B.V.Sc., A.H., and B.Sc. (Ag. Engg.) and in the Pre-University class.

Candidates working as laboratory assistants and research asistants in the Agricultural College of the University will be permitted to appear in M.Sc. (Ag.) examination as private candidates for the examination to be held this year.

A French television team sponsored by Government of India visited the University to film scenes of academic life.

Panjab University plans to develop the Vishveshavaranand Institute of Sanskrit and Indological Studies at Sadhu Ahsram in Hoshiarpur into an advanced centre.

The work for the extension of the University Library at Ludhiana is already under way. About Rs. 9.5 lakhs is being spent on the library building.

It is planned to construct a stadium for indoor games. A stadium with)cinder track is already under construction on the campus.

Rabindra-Bharati University will open three more postgraduate courses from August this year. These courses will be in English, Sanskrit, and Philosophy.

Vikram University. It is proposed to start an engineering college at Ujjain.

A Diploma course in Health Education would be started at Delhi shortly.

A Bureau of Health Education is proposed to be set up in Goa soon.

Institut de Chandernagore, Calcutta, has started evening classes in French. The Institute has introduced a one-year French Certificate course (Part I). It plans to start a number of language classes.

SNDT Expansion Programme

The S.N.D.T. University, established in 1916 by Maharshi Karve, is celebrating its golden jubilee during the current year. Inaugurating the golden jubilee celebrations, the Prime Minister, Mrs. Indira Gandhi, said that 50 years ago Dr. Karve started this University with just seven students. It is unlikely that in 1916 there were more than a dozen women graduates in each of our States except perhaps Bombay, Bengal, and Madras.

Dr. (Mrs.) Premlila V. Thackersey, Vice-Chancellor of the University, said that the University decided to celebrate the golden jubilee with a twofold purpose—to create consciousness among people of the need for the growth of women's education, and to enable the University to forge ahead with various activities which would be useful to women.

She referred to the gift of 21 acres of land at Juhu given by the Maharashtra Government, where the University would be having its various expansion programmes which would include more facilities for Home Science projects, instituting a new faculty of Fine Arts, starting several types of vocational courses at different levels, and adding to the existing recreational, residential, and health facilities. She added that the future plans included setting up of science college, a technical college, and a medical college.

OUTPUT IN ARTS AND SCIENCE

Item	1950-51			1955-56			1956-57		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
OUTPUT									
(*i*) Pre-University									
(*ii*) Intermediate Arts	39,358	7,655	47,013	73,855	16,327	90,182	73,712	19,534	93,246
(*iii*) Intermediate Science	23,810	1,862	25,672	37,963	3,594	41,557	39,464	4,100	43,564
(*iv*) B.A. (Pass and Hons.)	17,260	3,991	21,251	29,686	8,306	37,992	36,202	10,236	46,438
(*v*) B.Sc. (Pass and Hons.)	10,097	890	10,987	14,355	1,642	15,997	16,149	1,930	18,079
(*vi*) M.A.	4,924	805	5,729	7,408	1,905	9,313	7,980	2,090	2,832
(*vii*) M.Sc.	1,338	71	1,409	2,195	261	2,456	2,547	285	2,832

COLLEGES (1950-51 TO 1965-66)

1960-61			1961-62			1965-66 (*estimated*)		
(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
						Data	being	collected
89,801	19,180	1,08,981	90,379	24,884	1,15,263			
60,472	20,282	80,754	48,432	15,692	64,124			
32,366	2,611	34,977	26,729	2,685	29,414			
46,976	18,162	65,138	49,799	20,504	70,303			
23,681	4,133	27,814	24,333	4,784	29,117			
14,471	4,490	18,961	15,874	4,973	20,847			
4,107	630	4,737	4,453	651	5,104			

TRAINED PERSONNEL FOR MUSEUMS

Employment of technically qualified hands only in museums have been suggested in the report recently published of the Working Group of Museum Personnel and Teaching of Art History. The Working Group was appointed by the Union Ministry of Education.

Among other recommendations made by the Working Group are enhancement of pay-scales of the Technical Assistants of Indian Museums to the level of University lecturers, introduction of B.A. courses in Art History, and proper encouragement to talented people to take up work in museums.

The report of the Working Group has already been circulated by the UGC to different universities for reviewing actions taken so far and evaluation of programmes in this regard which are planned to be implemented during the Fourth Plan period.

BIG GROWTH FORECAST FOR NEW UNIVERSITY

Britain's new university of technology at Laughborough will ultimately have 2,000 students in residence. The university aims at raising the student population from 2,000 to 20,000 as "the demand for first rate technologists will not be satisfied for many a generation."

According to Sir Harry Pilkington, the university's first Vice-Chancellor, the university will depend upon industry, and indstry in its turn will depend on universities of technology.

BOOKLET ON COMEX 2

An attractively published booklet giving information about Commonwealth student's exped ition in 1967 (COMEX 2) has been published in London and is being circulated to Commonwealth governments.

The book has been published by Lieutenant-Colonel Lionel Gregory who led the 1965 COMEX expedition to India. The project aims at sending 300 students to Asia next July.

"I feel there are some hundreds of people in the Commonwealth who might be interested in the booklet," said Colonel Gregory. "If anyone would like a copy, we will be glad to send one if they write to me at 46-A Cheval Place, London S.W. 7." The booklet includes a map of the proposed route COMEX will take to Pakistan, India, and Ceylon, gives a resume of the 1965 expedition, and goes on to discuss the more ambitious plans for COMEX 2.

The 300 students who are to journey in five buses to Asia have already been chosen. The purpose of the expedition—under the patronage of the Duke of Edinburgh and sponsored by the English Speaking Union—is to foster goodwill and friendship between the peoples of the Commonwealth.

INDIAN STUDENTS AT LEEDS CONGRESS

Seven Indians are among the students from 16 countries attending the fourth congress of the International Federation of Mining and Metallurgical Students held at Leeds University recently.

The delegates were welcomed by Professor Jack Nutting, head of the university's Metallurgy Department and organizer of the first week of the fortnight-long congress.

"The Federation aims at giving its members knowledge of different countries and their industries, the congress gave the delegates an opportunity of studying technical progress in Britain and of getting together to discuss mutual problems and exchange ideas."

The first week was spent at Leeds where the delegates studied advanced techniques employed in the coal-mining and ferrous and non-ferrous metallurgical industries.

One of the visits arranged for the delegates was to a colliery at Kellingley, Yorkshire, which is among the most modern deep collieires in the world. Here they studied mechanization of coal cutting and loading. The coal, moved along a remote controlled conveyor system, was watched on its journey by television cameras.

WORLD SURVEY ON EDUCATION

The increase in the number of people being educated at all levels throughout the world today is outpacing the population explosion, according to UNESCO's fourth World Survey of Education.

Total enrolment in schools, universities and other institutions of learning in 1957-58 was 362,928,000 or 12.8 per cent of an estimated world population of 2,831,000,000.

In 1961-62, the latest period covered by available global figures, there were 447,221,000 persons enrolled or 14.6 per cent of a world population which had increased to 3,069,000,000.

Taking a sample of 39 countries in the field of higher education, the survey shows that in the 30 years from 1930 to 1960, the number of students enrolled in these countries rose from some 2.6 million to 9.2 million or an increase of about 10 per cent per year. Some of the increases during the period were: Iraq, 212 per cent; Thailand, 157 per cent; Puerto Rico, 39 per cent; United Arab Republic, 34 per cent; India, 31 per cent; Argentina, 22 per cent; Yugoslavia, 18 per cent; USSR and Iceland, both 15 per cent; South Africa, 13 per cent; Brazil and Australia, both 10 per cent.

News from Abroad

COMMONWEALTH INSTITUTE

The Commonwealth Institute in London, according to its annual report, convened 95 conferences in 1965 at various centres in Britain, compared with 72 in the previous year. The conferences were attended by about 21,000 college students.

The Institute last year loaned out 2,400 collections of teaching aids, expanded its filmstrip and slide library, and built up a collection of 250 tapes dealing with a variety of subjects.

CURBS ON ADMISSION OF ASIAN STUDENTS

Certain restrictions limiting the number of privately enrolled Asian students in Australia is likely to be enforced, it is learnt.

In addition to Colombo Plan students, students are now enrolled in such large numbers at universities and schools that it is becoming a problem.

At present there are enough private Asian students to fill a university of 4,000 completely and to fill about 30 per cent of a medical faculty, three high schools of 1,200 students, each and one complete technical college. Many of these students were getting their education virtually free in Australian secondary schools and having a large proportion of their university education paid for by Australia.

GUIDELINES FOR EXAM REFORM

The Examination Reform Committee formed by the Calcutta University, which met recently adopted the broad principles for eliciting opinion from interested quarters for examination reform.

The Committee empowered the Secretary of the Committee to prepare a detailed "Questionnaire" to be circulated to gather opinion in writing for the consideration of the Committee. The Committee will prepare the Questionnaire on the broad principles accepted by the Reform Committee.

It will then be circulated to the Principals of all affiliated colleges and through them to the heads of the departments, members of the Syndicate, and the Academic Council. The heads of the depatments will be asked through the Principals to elicit views from the teachers in respective subjects.

The Questionnaire will also be sent to the West Bengal College and University Teachers Association, and such persons interested in education who may obtain their copies from the Secretary, Examination Reform Committee, University of Calutta, on request.

WRITER'S HOME PLANNED IN MYSORE

The University of Mysore proposes to build a writer's home to commemorate its golden jubilee celebrations this year. For this purpose about 600 acres of land have been acquired in the suburbs of Mysore town. This area, studded with greenery and trees, when developed will provide accommodation to writers for a limited period all over India to do original, creative, literary work.

The Mysore University is setting up a "peace research institution" which would study the effects of disarmament and arms control on the political, social, and economic structure of society. The institution, which has been approved by the University Grants Commission, will also examine the psychological attitudes responsible for war hysteria.

PERSONAL

Mr. Hem Chandra Guha, Professor and Head of the Department of Electrical Engineering, Jadavpur University, has been appointed Vice-Chancellor of the University.

Mr. N.A. Brimer, head of the research unit of Bristol University's Institution of Education, will take up a short assignment at the Centre for Advanced Studies set up by the University of Baroda.

Mr. K. R. Srinivasa Iyengar has been appointed Vice-Chancellor of the Andhra University in place of Dr. A. L. Narayan.

Mr. P. V. Raju has been nominated as Pro-Vice-Chancellor.

Mr. Acher Deleon, Co-ordinating Director, Department of Adult Education, UNESCO, is in India for talks with the Government on multi-purpose centres sponsored by UNESCO in selected centres in India.

Mr. Knut Buttedahal and Mr. William Day, Canadian Education Advisers in Department of Adult Education, Rajasthan, have handed over charge to Dr. J. R. Kidd and Dr. J. A. Draper. The project is sponsored under Colombo Plan.

Dr. B. R. Seth, former Professor of Mathematics, IIT, Kharagpur, has been appointed Vice-Chancellor of Dibrugarh University.

Sir Mark Oliphant, nuclear physicist, has been appointed a fellow of Australian National University to continue his atom research.

Major-General D. Prem Chand has taken over charge as Director General of the National Cadet Corps from 1 August 1966.

Seminars, Institutes

Study of Biology

A Summer Institute in Biology for college teachers sponsored by the USAID and UGC was conducted at the Panjab University Zoology Department.

A new experimental approach towards the study of Biology as a living science was made and special emphasis laid on the introduction of simple experiments with living animals for revealing various physiological and biological phenomena.

Physics

Another Institute, for Physics, was also conducted at the University Department of Physics. The participants in this Institute passed the following resolution: "The progress of science, which has taken place throughout the world, is the direct result of the free and creative use of the mind of man. This spirit of freedom needs to be removed from the research laboratories to our teaching laboratories and classrooms. Teachers deserve and are prepared to assume the responsibility of playing a wider role in the choice of the subject-matter of the courses and the evaluation of the progress of the students."

The participants also resolved to a personal programme of self-improvement and hoped for assistance in carrying out local innovations in teaching procedures and techniques.

UGC Research Fellowships

The University Grants Commission has selected 13 candidates for award of senior research fellowships of the value of Rs. 500 per month and 37 candidates for award of junior fellowships of the value of Rs. 300 per month in the humanities and social sciences during 1966-67.

Seminar on Russian

A 30-day International seminar of Russian language teachers from Asia, Africa, and Latin America was held in the People's Friendship University at Moscow recently.

Among the various topics discussed at the Seminar were Modern Russian Language, Linguistics, Teaching of Russian to foreigners.

Mr. H. L. Wasdeo of Punjab University was one of the delegates who attended the Conference.

Training Course in Poultry

A training course for poultry farmers was organized from 7 July to 16 July at Ludhiana Campus of the Punjab Agricultural University.

Problems concerning feeding, breeding, management, marketing, economics, and disease control were discussed at length. The farmers were taken on a field visit to several centres and were shown progressive poultry farms. There was also discussion on the current trends and problems of poultry industry.

Guru Gobind Singh Chair

The Panjab University is planning to celebrate the forthcoming Tercentenary of Guru Govind Singh, in January 1967, on an elaborate scale.

The University Syndicate has approved the recommendations made by a Committee of the University which was set up for the purpose under the Chairmanship of the Vice-Chancellor, Mr. Suraj Bhan.

The programmes envisaged by the University include setting up of a Guru Gobind Singh Chair for research and study of the Guru's literary works. The University is proposing to institute a series of annual lectures which would be known as the Guru Gobind Singh Memorial Lectures.

It is also proposed to award a medal in the name of Guru Gobind Singh to the best NCC Cadet in the Punjab.

SUBSCRIPTION RATES

	India	*U.S.A.*	*U.K.*
One Year	Rs. 5	$ 3	12 s.
Two Years	Rs. 10	$ 6	24 s.
Three Years	Rs. 13	$ 8	32 s.
Five Years	Rs. 20	$ 12	48 s.

Advertisement tariff available on request

Single Copy: 50 Paise

READERS' FORUM

I shall be highly obliged if you kindly give me a list of institutions having courses in Educational Administration.

S. K. JHA, Chanda

Baroda and Nagpur universities have a post-B.Ed. diploma course in Educational Administration. Twenty-two other universities have Educational Administration as one of the subjects in their courses for B.Ed., M.Ed., B.T., T.D., or Diploma in Education. These are: Bombay, Delhi, Gorakhpur, Gujarat, Jabalpur, Karnatak, Kerala, Lucknow, Madras, Mysore, Osmania, Panjab, Patna, Poona, Rajasthan, Sardar Patel, Saugar, Shivaji, S.N.D.T. Women's, Sri Venkateswara, Utkal, and Vikram.

Will you kindly let me know the names of universities having a Master's degree course in Public Health Engineering?

J. J. POONAWALLA, Bombay

Annamalai, Calcutta, Madras, Roorkee, and Indian Institute of Technology, Kharagpur, have courses in Public Health Engineering leading to the Master's degree.

In which university in India can I study leather technology?

S. K. GUJRAL, Agra

Bachelor's degree courses in leather technology are available in the universities of Calcutta and Madras.

I would like to specialize in Early Childhood Education. Are there facilities for this purpose in India?

D. S. CHIBBER, Amritsa

A diploma course in Nursery School Education is conducted by the M. S. University of Baroda. The Department of Psychological Foundations of the National Council of Educational Research and Training also runs a diploma course in Early Childhood Education in Delhi and at Gandhigram.

Can you please let me know of the progress made in the translation of standard works into Hindi and other regional languages.

C. POTHAN, Trivandrum

So far 446 standard works of university level have been taken up for translation, of which 199 have been translated and 247 are under translation.

Of those 199 titles translated, 37 titles have been published and 47 are in press.

Inter-University Sports Board had sponsored tour of a hockey team abroad this year and it was reported that the team gave a good account of itself in Nepal. Will it be possible to send a tennis team to European countries in the near future?

S. MEENAKSHI, Madras

In hockey the Indian varsities' team can do creditably well, no matter where it plays or who the opponents are. But in tennis we have to go a long way to attain the same standard as we have achieved in hockey. However, if invitations are forthcoming from Western universities it is likely that the Government will give a chance to our promising players to prove their worth.

GENERAL VIRENDRA SINGH RETIRES

On the occasion of Major-General Virendra Singh's retirement as Director-General of NCC on 31 July 1966, we take this opportunity of placing on record our appreciation of the services rendered by him to the cause of the NCC.

He held charge of NCC from 1951-55 in the ranks of of Colonel and Brigadier. During this period the strength of NCC rose rapidly. A welcome innovation introduced by him during this period was the introduction of social service as part of NCC training. After holding a few other jobs in the Army, he retired prematurely in 1961 on his own request. On the declaration of Emergency in 1962, however, he was recalled to service and appointed Director-General of NCC in the rank of Major-General. During this period he ably built up the orgazational structure of compulsory NCC and gave it a new outlook. As part of the new outlook, considerable emphasis was put on adventure training and outdoor exercises so as to inculcate self-reliance amongst the cadets.

We welcome the appointment of his successor Major-General Prem Chand to this post. He also has a rich fund of experience to draw upon. We very much hope that he will be able to continue the useful work initiated by Major-General Virendra Singh.

Book Reviews

A Textbook of Educational Psychology, Hans Raj Bhatia, Asia Publishing House, Bombay, 1965. Pp. viii+610. Price: Rs. 24.

Hans Raj Bhatia has by now spent nearly four decades in education in various capacities, mostly as an educational administrator carrying considerable responsibilities on his shoulders. All along he has been a keen student of education and has authored a number of books, of which *Craft in Education* would be known to any Indian educator worth his salt. In the present book he has returned to a subject on which he had tried his hand earlier. Let me put it down at the outset that he has now produced a book which deserves to find a place in the kit of all teachers-under-training, a book which should replace some of the foreign books which now occupy that place.

As the very title suggests, it is a textbook, that is to say, it purports to impart the existing and live knowledge of educational psychology to the would-be technician of education, and offers guidance to him in the growing points of the subject. In the first part of the function of a textbook it succeeds well. It is comprehensive—indeed too comprehensive; need even a good book be so lengthy—in every chapter and every topic it brings out the implications of theory for the practicing teacher and it introduces him to the more useful literature on the subject. In chapter-end questions the author alerts the student-teachers to the type of questions the Indian examiner would ask. This type of sensitivizing the students to the salient points discussed in a chapter placed at its beginning would probably have heightened the teaching quality of the textbook. Also, I wish these questions, at least some of them, were designed to stimulate investigation than to ask for reproduction of parts of the subject-matter.

I have also some doubts whether some dead-wood may not have been included in the book because of the author's penchant for comprehensiveness. A slight dose of asceticism in the text may have left the author room for visualization of some parts of the subject-matter and a review of technical vocabulary of the subject, for both of which a modern textbook has to provide some place. Again, the guidance to teachers offered under every topic would suit more the student-teachers preparing for examination than a practising teacher eager to improve his own performance in the class-room.

The main topics in educational psychology are: Maturation, Learning and Measurement—with Learning occupying the pivotal place, as the author himself says. The author has dealt with the topic of Maturation in all its aspects—physical, social, emotional, and intellectual—and at length. Similarly, in the section on "Measurement and Evaluation" all information needed by a student-teacher including the main and standard tests of intelligence and other personality traits have found adequate treatment. In "Learning" too, all the relevant topics—Theories of Learning, Types of Learning, Motivation, Forgetting, Transfer, etc.--are discussed. But, somehow, one misses the image-in-relief of the learning act. To say that learning is change of behaviour resulting from activity or experience is jejune. In what essential does a creature that learns easy or more differ from a creature that learns with difficulty and learns less? The author has mentioned in one place the view of Tolman that in all learning some intelligence is at work. If the author had developed the relation of intelligence and learning, he would have reached the heart of learning; and, perhaps, that would have given the whole section on learning a unity which at present it lacks. As it is, the author gives the impression that acquisition of knowledge and of motor skills and problem solving are different realms somehow brought under the one roof of learning; the principles of learning, it seems, are matters of fact about learning and not deducible from its essential nature; transfer of learning appears as an act of grace to which the learning creature is heir. All these facets of learning would have fallen in place if the author had brought out the central relation of learning to intelligence.

I believe, the author could well have spared the reader the last 50 pages of the book. I am aware of the fact that psychologists have laid claim on the subject of "Guidance," but the claim is spurious. Guidance is a matter of pedagogy and not psychology. Again, the chapter on "Mental Health of the Teacher" has provided an opportunity to the author to play the pontiff. As an elder among the educators, he probably has a right to do that. But an overt demonstration of the right might best have been left for another occasion.

Finally, a few peccadilloes. The bibliographies at chapter-ends have neither been alphabatized, nor dated. The modern reader has a keen sense of calendar and does not take kindly to a bibliography which omits publication dates. Further, no clear purpose is discernible in the book-lists. They are not meant for a research worker and a bibliography to assist the practicing teacher would probably have been different. However, one must thank the author for providing a good and useful index, the omission of which is generally besetting sin of Indian authors.

All said and done, the book is impressive. Students and teachers of educational psychology will have reason to feel grateful to the author for providing an excellent tool of learning. For the next five years, I believe, the book will hold its own against many other in the field. After five years, I hope the author and the publisher will co-operate once more to bring it up for another spell of years.

SOHAN SINGH



The Combined Universities-Services Hockey team, which visited Nepal recently, with Dr. Amrik Singh, Secretary (IUB) and W/C M. Mall, Secretary (S.S.C.B.)

Cricket in Northern India, Gurdeep Singh (Ed.), Cosmo Publications, Ludhiana, 1966. Pp. 148. Price: Rs. 10.

Cricket is one of those few games, or perhaps the only game, which has a lore of its own. Meet any good cricketer and he can tell you how so and so hit a century at such and such a match, which bowler took how many wickets in a certain match and so on. Indeed, unless one is a cricket enthusiast it is difficult to appreciate the unmistakable gusto with which such a person relates the stories.

The volume under review is to some extent a work of this description. But it gives you more than the mere recital of facts. It gives in some detail the contribution to Northern India to the development of the game and gives vivid pen-portrait of cricket luminaries from that part of the country.

An interesting and informative book for those who care for cricket.

G. S. SIVIA

College with Accent on Science

A new graduate college predominantly for the study of science and technology will be established shortly at Oxford University.

It will be endowed with £1,500,000 from the Wolfson Foundation and an equivalent amount from the Ford Foundation. Its Master will be Sir Isaiah Berlin, Professor of Social and Political Theory at Oxford since 1957.

There will be about 350 students at the college, some two-thirds of whom will be scientists and many of them Oxford teachers without college links.

Classified Advertisement

UNIVERSITY OF KERALA

Applications are invited from qualified candidates for appointment to the following posts in the University.

(1) One *Lecturer* in Mathematics in the Department of Mathematics and Statistics, Trivandrum.

(2) One *Lecturer* in Economics in the Department of Economics, Trivandrum.

The posts are temporary for the present, but are likely to be made permanent. Those selected for appointment will be on probation for one year in the first instance and will be governed by Section 34 of the Kerala University Act of 1957 and the statutes framed thereunder.

Scale of Pay : Rs. 400—30—640—40—800 (dearness allowance attached).

Qualifications

(*a*) *Essential* : (1) A first or second class Master's degree of an Indian University or an equivalent qualification of a foreign university in the subject concerned.

(*b*) *Desirable* : (1) Teaching experience in postgraduate classes.
(2) Research experience.

Age : Preferably between 25 and 35.

Copies of the application forms can be had from the University Office on payment of Rs. 3/- (rupees three) in cash at the Office counter or by Crossed Postal Order or Money Order payable to the Registrar.

Applications together with the prescribed fee of Rs. 10/- (rupees ten) in the form of a chalan receipt or Crossed Postal Order should reach the Registrar on or before 26 August 1966.

Applicants should, if required, appear for interview at Trivandrum at their own expenses.

Canvassing of any kind will disqualify the candidates.

University Buildings A.M.N. CHAKIAR
Trivandrum *Registrar*

23 *July* 1966

UNIVERSITY OF RAJASTHAN, JAIPUR

Applications (on prescribed form costing Rs. 4/- obtainable from the Registrar) are invited for the post of Director, Hindi Directorate (Translation and Publication of Standard Works in Social Sciences with Sociology as core subject) in the grade of Rs. 1,000—50—1,500 plus D.A. as per University rules. Candidates should possess a first or second class M.A. degree, preferably with a Ph.D. in a Social Science subject, with

considerable teaching experience of M.A. classes and reputation as a scholar and author and/or translator of standdard works, preferably in Sociology. The applicants must give evidence of very good knowledge of Hindi language and of ability to write in and translate into Hindi academic works of high standard.

Higher start and relaxation of qualifications possible for candidates of exceptional merit. Post temporary but likely to continue. Canvassing will disqualify. It will be open for the University to consider names of suitable candidates who may not apply. Those who had applied in response to previous advertisement may not apply. Candidates are expected to come for interview at their own expense on short notice. Last date for receipt of applications (through proper channel in case of candidates already in employment) is 16 August 1966.

C. L. SINGHAL
Registrar

19*th July* 1966

INSTITUTE OF TECHNOLOGY, KHARAGPUR

Applications in prescribed form are invited for the following posts at the Indian Institute of Technology, Kharagpur. Posts permanent with benefit of contributory provident fund. Age of superannuation 60 years unless on contract. Employed persons must apply through employer. Application form and detailed particulars may be had from the Registrar of the Institute on request along with a self-addressed unstamped envelope of size 9"×4". Completed applications together with a crossed Indian Postal Order of Rs. 7.50 for Post No. I and Rs. 3.00 for Post No. II (Rs. 1.87 and Re. 0.75 respectively for candidates belonging to Scheduled Castes and Scheduled Tribes) as application fee (non-refundable) payable to the Indian Institute of Technology, Kharagpur, at Kharagpur Technology Post-Office must reach the Registrar not later than 31 August 1966. Age and qualifications relaxable at the discretion of the appointing authority. Appointing authority may grant higher initial pay in deserving cases if recommended by the Selection Committee. Dearness allowance at rates as admissible from time to time. All qualifications being equal preference will be given to Scheduled Castes and Scheduled Tribes candidates. Candidates appearing for interview may be paid single second class railway fare each way.

I. **Lecturer** (Europen Languages)

Scale of Pay : Rs. 400—40—800—50—950/-.

Age : Preferably between 25 and 38 years.

Qualifications Essential : High academic qualification either in English or in German or in Russian. Should have knowledge and experience, at least for two years, of teaching German and/or Russian at the elementary and advanced level. Knowledge of French will be an additional qualification.

Desirable : Teaching experience for one year in a University standard institution.

II. **Superviser**

Scale of Pay : Rs. 250—10—290—15—380—EB—15—470/-.

Age : About 35 years.

Qualifications : Diploma in Mechanical Engineering preferably after a three-year course, with at least 5 years of experience in water works and/or sewage pumping stations.

Duties : (*a*) Operation of electrically and engine driven pumps for water supply and sewage disposal.

(*b*) Repair and maintenance of pumps and oil engines.

(*c*) Repair, maintenance, and operation of diesel generating sets.

K. C. CHAKRAVARTY
Registrar

INSTITUTE OF TECHNOLOGY, KHARAGPUR

Applications in prescribed form are invited for the following post at the Indian Institute of Technology, Kharagpur. Post permanent with benefit of contributory provident fund. Age of superannuation 60 years unless on contract. Employed persons must apply through employer. Application form and detailed particulars may be had from the Assistant Registrar of the Institute on request along with a self-addressed unstamped envelope of size 9"×4". Completed applications together with a crossed Indian Postal Order of Rs. 7.50 (Rs. 1.87 for candidates belonging to Scheduled Castes and Scheduled Tribes) as application fee (non-refundable) payable to the Indian Institute of Technology, Kharagpur, at Kharagpur Technology Post-Office must reach the Director not later than 22 August 1966. Age and qualifications relaxable at the discretion of the appointing authority, Apointing authority may grant higher initial pay in deserving cases if recommended by the Selection Committee. Dearness allowance at rates as admissible from time to time. All qualifications being equal preference will be given to Scheduled Castes and Scheduled Tribes candidates. Candidates appearing for interview may be paid single second class railway fare each way.

Post : REGISTRAR

Scale of Pay : Rs. 1100—50—1500/-.

Age : Preferably between 35 and 45 years.

Qualifications Essential : (1) At least a first class degree in Arts, Science, Commerce, Engineering, Technology, or Business Administration.

(2) Considerable administrative experience in a responsible position, either in academic or business organization of repute or in government organizations.

(3) Adequate experience in financial affairs such as budget, accounts, rules and regulation relating to expenditure.

(4) Experience in handling agenda, minutes and procedure of meetings.

(5) Familiarity with academic activities and working procedures of educational institutions.

(6) Experience in handling of stores and purchase.

(7) Capacity to develop corporate life within a residential institution.

Desirable : (1) Should have wide sympathy to students and colleagues.

(2) Teaching and research experience.

(3) Sportsmanship.

Duties : As prescribed for the post —details will be furnished on request.

K. C. DUTTA
Assistant Registrar

UNIVERSTY OF MYSORE

Applications in the prescribed form in eight sets are invited on or before 1 August 1966 from duly qualified candidates of Indian nationality for the following posts of Lecturers in the University Evening College, Mysore, in the scale Rs. 230—20—350—250—500. The posts are temporary at present but are likely to continue.

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Qualifications

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(*b*) *Desirable* : Two years' experience of teaching degree or postgraduate classes. Publication of work of high standard or a research degree.

For form of application and other particulars apply to the Registrar, University of Mysore, Mysore, with a self-addrsesed stamped envelope.

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Application are invited for the following post so as to reach the Registrar, University of Saugar, Sagar (M. P.), not later than Saturday, 27 August 1966. Applications for the prescribed form should be accompanied by a self-addressed envelope and a postal order of Rs. 5/- as application fee. Candidates required to come for interview will have to come to Saugar at their own expense and bring with them their original certificates, etc.

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ISHWAR CHANDRA
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UNIVERSITY NEWS

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LIBRARY

TRAINING FOR LEADERSHIP

An Experiment in Maharashtra

Fifteen colleges belonging to five universities in the State of Maharashtra have organized themselves to provide training for leadership to promising students. This has been done on a purely voluntary basis and is calculated to impart a sense of purpose to education which, in the opinion of most people, is lacking today. The modus operandi is somewhat like this.

Shanti Narayan on Admission to Colleges

★

Women More Interested in Science

★

Scholarships to Germany

★

NCC Snippets

★

Indo-Soviet Cultural Exchange

★

Book Reviews and Readers' Forum

A college will select not more than 10 students for this specialized training. Students for this training will first be recommended on the basis of tests conducted in the colleges by the Maharashtra Institute of Vocational Guidance and Selection. From those recommended, final selection will be made after an interview by a panel of teachers of the college. The tests proposed to be held for this purpose are:

1. Bell's Adjustment Inventory.
2. Youth Adjustment Analyzer.
3. Non-Verbal Test of Intelligence.
4. Allport's Test of Values.

The colleges will thus be able to discover potential trainees. Obviously, the trainees must possess a fairly high intellectual calibre, a capacity for making decisions, the faculty of distinguishing between the right and the wrong and then standing up for that which is right. What is more, the approach of such a trainee to human relationships should be based upon his belief in the worth of the human individual.

Screening

Since not all young people possess these potentialities for leadership, careful screening will be necessary to choose the right trainees. This will be done at the very beginning of their college life when they are admitted to the 1st year or Pre-University classes with the help of the tests mentioned above.

Throughout their college career these students will receive special attention at the hands of college authorities. Where possible, arrangements will be made to accommodate them in the college hostels and at least two teachers in every college would be expected to be involved in the programme actively. Each of the selected students will have a card on which particulars regarding his name, age, family history, education of parents, economic status, the attainment of school, health data, hobbies, outstanding achievements, his aspirations, whether he is a first generation student, etc., will be entered. A list of books grouped into three broad categories, viz. Historical, Political and Social, and General has also been drawn up. More books may be added to the list. A student is expected to study carefully and raise questions on at least three books from each group. In addition every student is to be trained into reading at least one newspaper in Marathi, one in English, and one Indian periodical which is not ideologically committed, and raise a discussion on some topic of his interest bearing on the Indian situation. Perhaps every year, all of them, coming from different colleges, will be brought together in some kind of a camp. The programme of work in such

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ADDITIONAL SUBJECTS FOR I.A.S.

On a proposal from the Indian School of International Studies, New Delhi, the Union Home Ministry has decided, in consultation with the Union Public Service Commission, to include International Relations in the list of additional subjects for the combined competitive examinations for IAS, IFS, and IPS.

a camp is yet to be worked out. Some of the proposals in this regard however are: to enable them to pay visits to municipalities, zila parishads, legislative assemblies, newspapers offices, etc. Considerable emphasis will also be laid on work-experience. It will include participation in literacy drive, organizational work in the colleges, visits to villages to organize national festivals, etc. Indeed, as a preparation for it, it is also proposed to organize an orientation camp for those teachers who will be incharge of this work. The Orientation Camp for teachers would be long enough to give them a broad picture of the social and technological world we live in together with a thorough-going discussion of our national goals, value commitments, and methods for realizing them.

Nothing is expected from these students except that they provide leadership to the community wherever they go. They may join a profession, enter business, go into teaching, or do whole-time voluntary work. It will be entirely open to them to do what they please. The whole purpose of this scheme is to select students who have initiative for leadership and pay special attention to them in the form of supplementary study, counselling, guidance, and any other form of training to equip them for a role that they can be expected to play in the life of the community.

ASIAN COURSES AT AUSTRALIAN VARSITY

The Faculty of Oriental Studies at the Australian National University in Canberra will establish an honours' course in Asian Civilization in the ensuing Australian academic year.

The new course is part of the general expansion in the faculty aimed at coping with increasing demand in Australia for specialized knowledge of Asian histories, cultures, and modern developments. Courses already given in Asian Civilization will also be extended next year to include South Asian Studies.

Previously honours were only available in Asian languages taught in the faculty. The new course in South Asian civilization will enable for more detailed studies of cultural histories of regions covered by India, Pakistan, and Ceylon from earliest times almost to the present day. The new honours' courses involve four years of full-time study.

Students begin with a general background course in Asian Civilization in the first year covering the human geography of the whole Asian region. In the following two years' study for the Bechelor of Arts (Oriental Studies) Degree, or three years' study for the Degree with honours, students will be able to specialize in East, Southeast, or South Asian Civilization.

The East Asian course deals with the history, institutions, and thought of China and Japan, while the Southeast Asian course covers Malaysia, Indonesia, the Philippines, Vietnam, Cambodia, Laos, Thailand, and Burma.

Eventually the faculty hopes to establish sections dealing with the history and languages of the Middle East.

SHORTAGE OF IMPORTED BOOKS

While shortage of imported books is being felt all over the country, the situation in Chandigarh is reported to be more critical than elsewhere.

That is because of an historical accident. Booksellers are given licences to import books on the basis of the imports that they made from 1950 to 1962. At least during the early years of this period, Chandigarh was not in existence. Consequently, the booksellers in that town are not eligible to claim any licence for import of books.

There are a few booksellers who were working in other towns but have now moved to Chandigarh. They have quota for the import of books on the basis of their previous standing but not all of them are willing or able to divert a good part of this quota for their Chandigarh shops. This has resulted in a very difficult situation as Chandigarh by now is a very well developed university-centre and the number of post-graduate students alone is between two to three thousand.

The worst sufferers, of course, are the research workers who are unable to secure books which they see reviewed in the columns of literary and scientific journals. Very often it takes months before these books are received after they have been ordered.

RESOURCES AND NUMBERS:
a few thoughts

SHANTI NARAYAN, Principal, Hans Raj College, Delhi

The problem of admission to colleges has been posing a challenge year after year. In view of the ever-increasing demand for places as also from the point of view of the full utilization of national resources, it has become important to examine the resources of the existing institutions and to see if we are utilizing the same to the fullest extent. Of course, this utilizaton of resources of the educational institutions to the maximum has to be in a manner that will enable us to maintain good standards at the same time.

I do not claim for a minute that what we in this college have done in pursuit of the above objective is exceptional in any manner. On the contrary, I believe, this is something that is being done in quite a number of colleges all over the country. But perhaps there are an equally large number of colleges in the country who have still to consider this question with the same urgency that we in Delhi have to face. I may mention here that Delhi has a higher percentage of students going to college than anywhere else in India.

While considering this problem the first thing that we all noticed was that an arts student attends the college for about 16 hours a week only. Evidently a student, who comes to the college only for attending the classes, does not derive the full benefit of his admission in a college. This probably is more true of Delhi than of most other cities in India. Quite a few colleges in Delhi are situated on the University Campus with the result that students have to travel as many as 10-12 miles one way in order to reach the college. Secondly, the transport system in Delhi is not as satisfactory as, say, in Bombay. To cap it all, majority of students do not have adequate arrangements for study at home.

In view of these factors, we decided to keep classes going from 9 in the morning to 5-30 in the evening. As a part of this extension of working hours, we tried to ensure that almost all classrooms in the college building remain in use throughout the working day.

One obvious consequence of this change in our mode of working was the fact that students inevitably had to spend quite a few vacant periods every day in the college. This had to be planned for and we took the following steps to meet the situation:

(*A*) A textbook section was set up in the college library. Care was taken to see that several copies of every possible book of interest to every student from the examination point of view were available at all times. A separate periodical section was also set up. The library remains open for at least twelve hours every day including Sundays and other holidays. Bibliographies of books in different subjects have been printed for distribution amongst students.

(*B*) The responsibility for the running of the canteen now rests with the college itself and the institution of contractor-run canteen has been abolished. It was felt that a college-run canteen would be in a better position to cater to the interests of the students than one run by a contractor. Since we feel that we must attend to the requirements of students even on Sundays, provision has been made for the canteen to serve refreshments on these days also.

(*C*) In addition to the library remaining open on holidays, we have also started allowing students to work in the college laboratories on Sundays. This facility was provided last year for about four months, i.e. January to April 1966.

(*D*) Students who do not have adequate working space at home and live within easy distance of the college are allowed to make use of the classroom after the working hours. Most often such students go home after finishing their work but after having eaten something come back to college and keep on working either in the library or in the classrooms which are kept open for them.

I will not say that our attempts have been successful in every sphere to the extent that we visualized. For instance, even though all possible facilities for games and sports were provided, only a small percentage of students took advantage of them. Quite often these were the students who were already good at games and were members of college teams or had some sports background. Another way of saying this would be that we did not particularly succeed in

inducing the students to take part in games and sports if they had not been playing already at the school stage. Why it is so is a question to which we do not have an adequately satisfactory answer. Perhaps it has something to do with the general social and cultural attitudes of our students. This is a matter which in my opinion needs concerted action by the University authorities.

As a result of the various steps detailed above, we have been able to double approximately the number of students in our college without making any substantial additions to our physical resources. A few marginal additions have of course been necessary but the number of students whom we are now able to have on our rolls is significantly larger than our increased investment in physical resources.

Before I conclude I feel I must say a word about the "vacant periods." Quite often students as well as teachers complain against having to stay on in college even though they have no lecture work. In my opinion this is a wrong way of looking at the problem. It is important, even necessary, to have "vacant periods." That is the time when students can visit the library, talk to each other, talk to their teachers and take part in some of the extracurricular activities, for which facilities are provided in the college. Indeed, I would say that to stay longer hours in a college is something important, indeed an indispensable part of a student's education. All that is required is that students and teachers should be enabled to spend these "vacant periods" productively and not in idle gossip. To some extent, we have been able to solve this problem though nobody knows more vividly than I do how we ought to do better in this regard.

AWARDS AND SCHOLARSHIPS

SCHOLARSHIPS TO GERMANY

The German Academic Exchange Service has offered 16 scholarships to the Council of Scientific and Industrial Research. These are for advanced study and research work at German educational institutes with university status. These scholarships will be available to candidates who are at present staff-members of the National Research Laboratories and Institutes in India.

The scholarships are valid from 1 October 1967 to 30 September 1968, and are valued DM 500 to DM 800 (approximately Rs. 935 to Rs. 1,500) per month, depending on the qualification and age of the candidates.

The scholarships will be awarded for advanced studies and research work only, not however for obtaining degrees. Candidates of all subjects except Chemical Engineering, Prestressed Concrete, Testing of Materials, and Aeronautics can apply.

Eight Varsities

The German Academic Exchange Service has also offered to the University Grants Commission 16 scholarships for advanced studies and research. These are earmarked for eight universities in India.

The following Indian universities will benefit by the GAES Offer: University of Allahabad, University of Ahmedabad, University of Calcutta, University of Delhi, Jadavpur University (Calcutta), University of Madras, University of Patna, and University of Kerala (Trivandrum).

More Scholarships

In addition, the GAES has offered 18 more scholarships for advanced work and research at German universities in the following subjects: German Language and Literature, Painting or Sculpture (not Commercial Art), Music (Europeon Classical Music), Medicine (Veterinary Medicine or Dentistry), Chemistry, Zoology, Botany, Mathematics, Agricultural or Forestry.

HUMBOLD AWARDS

Dr. Susnigdha Dey of Delhi University and Mr. P. A. Chandrasekhara Rao have been awarded Humbolt scholarships for higher studies in the Federal Republic of Germany. Mr. Rao is already in Germany and Dr. Dey will be proceeding shortly.

Under the Humbolt award Dr. Dey will work at Cologne under the guidance of Professor Fritz Schalk.

The Humboldt scholarships, which are awarded on a global basis to young scholars of proved merit who hold at least the Master's Degree, are intended for further studies at German universities and research institutes.

Dr. Rao, who belongs to Mysore, will work at Kiel University. Besides these two scholars, 10 other Indians have also been awarded Humboldt scholarships.

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Women more interested in Science

During the last two decades women students are getting increasingly interested in science subjects than in Arts. This trend has been brought to light in a study undertaken by the Council of Scientific and Industrial Research.

The present stock of postgraduate women scientists in the country is estimated to be about 6,000. This is about one-tenth of all our postgraduate scientists. During the forties the proportion of women among fresh postgraduate scientists was about one in thirty, but it has now increased to one in eight.

Although the proportion of women receiving Master's Degree in Science is lower than in Arts, the former is rapidly increasing.

70 Per Cent Below 30

Seventy per cent of the women scientists are below 30 years of age.

An analysis of the qualifications, employment, activity, and salary of about 1,900 postgraduate women scientists enrolled in the national register shows that more than half the women scientists are in biological sciences, a fifth in Chemistry, and a tenth each in Mathematics and Physics.

In contrast to this, 16 per cent of men scientists are in biological sciences, 27 per cent in Chemistry, 17 per cent in Mathematics, and 20 per cent in Physics.

One in twelve of the women and one in eight of the men scientists possess doctorate degrees. Two per cent of the Master's Degree obtained by women scientists were from abroad.

Unemployed

At the time of the 1961 Census, a survey of scientific and technical personnel was made which indicated that 25 per cent of the women with postgraduate degrees in science were not in employment then.

Sixty per cent of the working women scientists, compared to 70 per cent of the men scientists, were employed in the public sector.

A high proportion of women scientists are employed in colleges and schools. Four-fifths of the women are in educational institutions, compared to half of the men scientists. Comparatively few women scientists are employed in government services and industries. Fifty-eight per cent of the working women are engaged in teaching. A fourth of the women scientists are in research.

Over sixty per cent of the Master's Degree holders are engaged only in teaching. Of the doctorate holders, over 60 per cent are engaged in research, some doing teaching work also.

The proportion of women mathematicians engaged in research is comparatively low. Compared to one to two per cent in other subjects, nearly seven per cent of the postgraduate women mathematicians are in administration.

According to the survey, more than half of the scientists prefer research. About two-fifth indicated teaching as their first preference, while only one-fourth of men did so.

Women scientists generally prefer research to teaching excepting in the field of mathematics where teaching gets top preference.

Average Salary

The average salary of the women scientists is lower than that of men. This may be due to the higher proportion of women working in affiliated colleges and schools where the salary scales are generally low.

UGC GRANTS FOR VARSITY PRESSES

.University Grants Commission gave grants totalling Rs. 9.85 lakhs to various universities to establish or improve their printing presses in 1965-66.

According to figures available from the Education Ministry, the highest amount of Rs. 1 lakh was given to Andhra University during the period.

While giving grants, the Commission gave high priority to universities not having printing presses, provided the university concerned was able to raise one-third of the approved cost of the press. The UGC's share was limited to two-thirds of the cost, subject to a ceiling of Rs. 1.21 lakhs.

Financial help was also provided to presses which were not able to cope with the volume of work. The recurring expenditure on staff contingencies for running the press were to be met by the university concerned.

Kerala, Maharashtra, West Bengal, and U.P. account for more than half the women scientists. The total number of women scientists from Gujarat, Bihar, Assam, M.P., Orissa, the Punjab, Rajasthan, and Jammu and Kashmir constitute less than one-sixth of the total.

One in eight of the women scientists move out of their State of permanent residence. The bulk of the outflow is from Kerala, U. P., Andhra, Mysore, Madras, and Delhi.

About one-twelfth of the women scientists had been to foreign countries. Only one per cent of the women scientists have written scientific and technical books, 21 per cent have published scientific and technical papers, and five per cent have other publications to their credit. About one-fourth of the women scientists have knowledge of foreign languages other than English.

CULTURAL EXCHANGE

Dr. Vladimir Khrjanovsky, the noted Soviet botanist, said in New Delhi recently, that India had for long been a centre of biological research, especially in the field of botanical sciences.

Nearer our times, he said, the renowned Indian scientist, J. C. Bose, had done pioneering work in a very interesting, intricate, and progressive science in the field of botany—the irritational aspects of plant life. The Soviet Union, he said, was carrying forward the work done by J. C. Bose.

Dr. Khrjanovsky, along with another eminent Soviet botanist, Dr. (Mr.) Nina Sokolova, are here under the Indo-Soviet Scientific and Cultural Exchange Programme.

The visiting scientists are particularly interested in the wild vegetation of the Himalayas, since it has many common features with that of Central Asia. Their tour itinerary includes a visit to Dehra Dun, Mussorie, and Simla. They will also visit the leading botanical gardens to get acquainted with different vegetations and plants in this country and will deliver lectures at various educational institutions and exchange opinions with their Indian counterparts.

Professor Khrjanovsky has 86 research papers, including 2 monographs and a textbook on general botany, to his credit. The majority of his works are devoted to the hilly vegetations.

Mrs. Nina Sokolova is working as an Assistant Professor at the Academy after doing her Ph.D. in 1958 from the Moscow State University. She has 23 research papers to her credit, many of which deal with evolotionary morphology and plant anatomy. Many of her works are devoted to problems which are of direct importance to agriculture.

OXFORD STUDENTS' GESTURE

Students at one of Oxford University's colleges are subscribing to award a three-year scholarship at Oxford for a member of a developing country or a refugee.

The Student's Union at Wadham College intends the award for a student without sufficient financial means to study at Oxford of his own accord and who intends to work among his own people after returning home.

The scholarship is being financed by members' subscription and also with assistance from the college, which has agreed to remit certain fees and other charges.

Applications are being invited from these academically qualified to study for an Oxford degree and able to study in English. Applicants must, unless there are exceptional circumstances, be under the age of twenty-seven on 1 December 1966. The scholarship is tenable from October next year.

(Application forms and further details are available from Mr. R.P. Godber, Chairman, J.C.R. Scholarship Committee, Wadham College, Oxford.)

35 Selected for Study in UK

Thirty-five Indians are among scholars from 33 countries who will shortly begin studies in Britain under the Commonwealth Scholarship Scheme. In all, 238 had been selected for scholarships this year—the largest number to be awarded in any one year.

This year some will be taking up awards in the new technological universities in the Midlands—at Loughborough and at Aston (Birmingham). The fields of study range over a variety of subjects.

The Commonwealth Scholarship Scheme provides for a two-way flow—students from Britain travel to other Commonwealth countries for studies.

SHASTRI SCHOLARSHIP FUND

The University of Bridgeport in Connecticut, USA, has established Shastri Scholarship Fund of £ 10,000 to enable deserving students from India to study at the university. It is likely that the first recipient of the scholarship may join the Bridgeport University during the next academic year.

C'WEALTH STUDENTS IN UK COLLEGES

About 11,300 students from overseas Commonwealth countries are at present studying at British technical colleges or similar establishments.

A spokesman of the British Ministry of overseas development has assured continued encouragement to technical institutions to make available a reasonable number of places to overseas students.

FARM MACHINERY TRAINING COURSE

Farm machinery is becoming increasingly popular with the farmers in the Punjab since the opening of the training course in maintenance and handling of various types of farm tools and equipment at the Agricultural University, Ludhiana.

About 120 farmers from all over the State have joined the course which opened on 8 August at the university campus. The trainees have been divided into three groups for effective training in maintenance of tractors, tube-wells, and other equipment.

SOVIET BOOK EXHIBITION

An exhibition of Soviet books and posters was held in New Delhi recently. The exhibition arranged under the programme for Indo-Soviet Cultural, Scientific, and Technical Exchanges presented more than 1,200 books, posters, and drawings.

More than 50 per cent of all the books were in English or in Indian languages.

Students on Study Tour

Nine German students are now in India on a work-cum-study tour. Seven of them have come under a programme sponsored by a German academic society to further mutual understanding and study abroad in association with the International Student Movement for the United Nations. Two of the students are volunteers of Service Civil International, an organization for promoting friendship between peoples of the world through social work.

The students belong to different faculties of German universities. Since 1960, when this scheme was undertaken, 450 Germans, most of them between ages of 20 and 30, have visited the countires of Asia, Africa, and South America and have prepared themselves for tasks in these countrires.

The programme of the group in India is divided into two parts. The first consists of a five-week work-cum-study stay at one station and the second of a seven-week trip through India when three students will get to know the culture and way of life of the people in various parts of the country. They will also stay at various universities to gain friends amongst Indian students.

Income Limit for Scholarships

The Madras Government is likely to raise the income limit of parents from Rs. 1,500 to Rs. 2,000 per annum for the grant of educational scholarships to students belonging to backward classes, it is learnt.

At present the income limit for Central Government scholarships is Rs. 2,000 in respect of all courses except professional courses like medicine, veterinary science, where the limit is Rs. 2,400.

SCIENCE TALENT SEARCH EXAM.

The next science talent search examination will be held on 1 January 1967.

Eligible candidates can submit their application through the principals of the higher secondary schools and colleges up to 15 October.

The Scheme, which has been renamed as the National science Talent Search Scheme, provides for 350 scholarships every year for studies from B.Sc. first year to Ph.D. if they joined basic science courses.

Implemented by the Department of Science Education of the National Council of Educational Research and Training, the scheme provides for reimbursement of tuition fees, a grant for books and scholarship of Rs. 100 per month for three years of B.Sc. course, Rs. 250 per month for two years of M.Sc. course, and Rs. 350 per month for Ph.D. work for four years.

COURSE IN MEAT TECHNOLOGY

A four-month course in meat, fish, and poultry technology has been started at the Central Food Technology Research Institute.

The course is being conducted at the DAO International Food Technology Training Centre and persons from India, Ceylon, South Kerala, the Philippines, and Thailand are participating in it.

The course consists of general lectures, laboratory work, field trips to meat and fish packing and processing plants and research institutes.

OUR ENGINEERING GRADUATES

Large numbers of graduates passing out of engineering colleges in the Punjab are facing unemployment. The output of engineering graduates far exceeds the present absorption capacity in the State.

According to estimates, hardly 50 per cent of the graduates are being employed in the State, the rest having to seek their fortune in other parts of the country.

From next year the present rate of output of engineering graduates in the State would increase from nearly 400 to 900 and it is feared that this would make the problem all the more complicated.

Knowledgeable circles suggest that the State government should create a pool of all the engineering graduates in the State and save them from stagnation by putting them on some training job till they were properly employed, It is also stressed that the Punjab government should persuade small-scale industries to employ engineering graduates.

Some first-class engineering graduates feel that they are not able to get any expert guidance from any quarter about the avenues open to them and in some instances students joined the postgraduate classes to get a monthly stipend of Rs. 250 and to mark time. In several cases, it is reported, fresh engineering graduates found it difficult to adjust to the hard jobs they were offered in certain industries because during their studies they did not get much opportunity for practical work to prepare them for such jobs.

Campus News

Counselling Centre

Delhi University has decided to set up a counselling service which will give guidance to students on the selection of courses of studies. The counselling service will be a part of the Department of Psychology and plans have been finalized for starting the service.

The university proposes to have a permanent staff of eight persons including a psychiatrist and a statistician for counselling.

The university is likely to start a two-year course for trained science graduate teachers. The course comprises of biweekly evening classes with practical classes on Sundays. It is also planned to make the best use of the summer vacations so that the number of periods can be increased. To start with, the university may admit 20 students and may increase the number after an year when more facilities are available.

A student Day Centre will be opened shortly where students can spend their leisure time. The centre will have a cafeteria, a quiet room, and a lounge in addition to other amenities.

University of Agricultural Sciences, Bangalore, has inaugurated postgraduate training programmes leading to Ph.D. degree in two disciplines (Agricultural Microbiology and Social Sciences), M.Sc. degree in five disciplines (Entomology, Agricultural Microbiology, Social Sciences, Plant Pathology and Extension) and M.V.Sc. in two disciplines (Veterinary Microbiology and Veterinary Pathology).



Mr. P. B. Gajendragadkar laying the foundation-stone of the College of Law, Karnatak University

A joint team of FAO and UNESCO experts recently visited the university for assessing its needs in the field of postgraduate education. The Project under UN Development Programme aims at routing assistance through the Indian Council of Agricultural Research to enable the university to impart higher education in subjects like Agricultural Engineering, Agricultural Economics, Oil and Water Management, Plant Protection, and Biochemistry.

All Central Universities and the University of Bombay will be instituting Gokhale's chair in constitutional and political studies.

Poona University proposes to institute Gokhale research fellowships.

Kerala University Syndicate has decided to conduct supplementary examinations for failed candidates of the Pre-University course which was stopped from the academic year 1964-65.

J.N. Krishi Vishwavidyalaya and its constituent colleges have launched an intensified extension drive to achieve self-sufficiency in food. The students are cultivating plots in partnership with farmers to convince the latter that comparative increase in yields can be effected by hybrid varieties of seeds, modern farm implements, pesticides, and fertilizers. The university has conducted 133 national demonstrations on farmers' holdings, 187 maximization demonstrations to secure maximum yield and 50 fertiliser demonstrations.

The university has also organized special classes for farmers of nearby villages and a training course in maintenance and repair of diesel engines.

Kanpur University staff requirements are being worked out and it is likely that the new university office would be in proper working condition by October or November. Applications would be invited shortly and appointments are likely to be made by the end of September.

The university is likely to request Agra University to conduct its examinations for the current academic year in March or April 1967.

Karnatak University has introduced two-year B.Sc. course in Criminology and Forensic Science in the Karnatak Science College.

The university started post-graduate Degree courses in eight medical subjects and Diploma courses in 11 medical subjects at the Karnatak Medical College, Hubi.

Co-operative Research Institute

The University of Mysore is likely to open an institution for Fundamental and Applied Research in Co-operation and Panchayati Raj.

Mysore would be the first university in the country to enter this field of study when the institute is set up. The study of co-operation and Panchayati Raj would also be a valuable addition to the disciplines.

Besides research, the institute would train administrators in the field. The courses of study include Municipal and Taluk Development Boards Administration, experimental legislation for Panchayati Raj Institutions, Scheduled Castes and Scheduled Tribes Administration, marketing of rural produce, and co-operative and collective farming.

The proposed institute would be modelled on the Munster Univeristy in West Germany, which takes up research assignments both direct and commissioned.

The courses of study proposed include a two-year Degree, one-year Diploma, and a six-month Certificate for officials and non-officials. The institute would be headed by a director of the status of a senior professor.

In addition to assistance from the Central and State governments, the university expects to collect Rs. 5 lakhs from co-operative bodies in the State.



Major-General Virendra Singh, former Director-General of the NCC, and Shri Ranjan, Vice-Chancellor of Agra University, at a farewell party given to the Major-General on the eve of his retirement

Punjabi University Syndicate has decided that from next year examination papers in Pre-University as well as three-year Degree courses in History, Economics, Political Science, and Civics be provided to students in Punjabi language in addition to English.

The university will introduce shortly a four-year integrated Degree course for training of Science and Mathematics teachers at the Campus. The Syndicate has approved the creation of a Department of Persian.

It has also been decided to start a one-year Diploma course in Chinese language from this academic year.

Students migrating from foreign universities will not be required to produce migration certificates for admission to the Punjabi University.

Panjab University. Botany Department has started research on Cytogenetics of trees for improving the quality of trees in the forests. More than 600 species have already been investigated by the Department.

A survey of the higher fungi of the Himalayas is being conducted by the Department.

Extensive research has also been carried out by the Department on medicinal herbs in the Himalayas.

Rajasthan University has decided to start a Diploma course in Cost Accountancy at the University Commerce College. Classes will be held in the evening.

The Asia Foundation has decided to give a grant of Rs. 2 lakhs for the extension of work of *Asia Study Centre*.

I.I.T., Madras, will have five new laboratories during the Second Plan of the development of the Institute. German equipment for completing 20 science and engineering laboratories will also be provided according to the agreement signed earlier this year between India and the Federal Republic of Germany.

Germany will also provide the services of 25 professors and other technical staff.

Nagpur University has instituted a postgraduate course in Public Health Engineering.

ENROLMENT AND OUTPUT IN COLLEGES FOR

Item	1950-51			1955-56		
	Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Number of Colleges	33	—	33	48	—	48
2. Enrolment in Colleges for Engineering and Technology	12,561	25	12,586	22,678	321	22,999
3. Enrolment in Classes of Engineering and Technology	13,228	40	13,268	19,820	38	19,858
4. Expenditure ('000 Rs.)	1,11,53	—	1,11,53	2,10,88	—	2,10,88
5. Expenditure on Salaries of Teachers ('000 Rs.)	51,81	—	51,81	1,02,40	—	1,02,40
6. Percentage of Expenditure on Salaries of Teachers to Total Expenditure			(46·5)			(48·5)
7. Average Annual Cost per Pupil (Rs.)			886·1			916·9
8. OUTPUT						
B.E./B.Tech.	1,800	2	1,802	3,572	1	3,573
M.E./M.Tech./M.Sc.	—	—	—	8	—	8

ENGINEERING AND TECHNOLOGY

1956-57			1960-61			1961-62		
Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
55	—	55	81	—	81	89	—	89
27,656	383	28,039	42,695	495	43,190	48,163	512	48,675
21,870	35	21,905	47,464	374	47,838	53,989	431	54,420
2,44,41	—	2,44,41	4,64,02	—	4,64,02	5,66,39	—	5,66,39
1,13,12	—	1,13,12	2,13,82	—	2,13,82	2,55,54	—	2,55,54
		(46·3)			(46·1)			(45·1)
		871·7			1074·4			1,163·5
3,875	2	3,877	6,665	15	6,680	8,141	37	8,178
123	—	123	344	—	344	460	—	468

HIGHER EDUCATION IN PARLIAMENT

The introduction of correspondence courses at all stages of education—Secondary, Techer Training, University, and Technical—has been included in the proposals for the Fourth Five-Year Plan, said Mr. M. C. Chagla, Union Minister for Education, while replying to questions on higher education in Parliament. He said that the proposal was generally accepted by the Central Board of Education in 1964 and 1965 and the Education Ministers' Conference in 1966. Detailed programmes relating to different stages of education are being worked out.

Research on Food

"Some of the steps taken by the Central Food Technological Resarch Institute, Mysore, to keep the people informed of the processes developed are indicated below:

(*i*) Work at the Extension Centres in different parts of the country to demonstrate the processes to the local industry, to assist them in regard to their preservation, packaging and treatment problems. Close touch is being maintained by the Extension Centres as also the Institute with the Ministry of Food and Agriculture and Community Development;

(*ii*) demonstration of the processes and projects to user departments and organizations;

(*iii*) practical training to persons deputed by government organizations and industry; and

(*iv*) publication of popular literature."

Oceanography Institute

"The National Institute of Oceanography will be located at Goa with only a Regional Station at Ernakulam. The financial provision for this purpose during the Fourth Plan has not yet been finalized.

The Institute will consist of the following main divisions together with a modern research ship of its own:

1. Physical and dynamical Oceanography Division.

2. Chemical Oceanography Division with a unit for extraction of raw materials from the sea.

3. Biological Oceanography Division—Oceanic Living Resources.

4. Geological Oceanography Division with a unit for prospecting of the Continental Shelf and deeper areas.

5. Data and documentation.

6. Oceanographic Instrumentation."

National Atlas

"Complete information required for the preparation of the maps has not yet been received by the National Atlas Organization.

"A good amount of information required for the preparation of the map is available with the National Atlas Organization and more recent data are being compiled by that organization from different sources for final mapping."

Engineering College in U.P.

"The Central Government under the Third Five-Year Plan agreed to the establishment of an Engineering College as an integral part of the Agricultural University, Pantnagar, U.P. The college has been named as Pant College of Technology. The college is, however, being started during 1966-67.

"The estimate of the cost for the establishment of this college has not yet been finalized."

Hindi Edition Textbooks

"The Government of India has undertaken preparation, translation, and publication of standard works of university level through the agency of the Commission for Scientific and Technical Terminology. This work is being done by the Commission in collaboration with universities, academic bodies, literary organizations of all-India character, and private publishers. Thirty-six translating agencies and five full-time cells are engaged on the production of books.

"So far 380 books have been approved for translation out of which 46 books have already been published in Hindi; 36 books are in the press; 35 books are ready for printing; and 263 books are in the various stages of translation. Original books are also being written in Hindi. Twelve original books have been published; seven are in the press; and 63 books are under preparation. Efforts are being made to accelerate the pace of production of these books.

"The sale price of these books is fixed on the basis of the actual cost of production which is generally reasonable."

Textbooks

"The National Council of Educational Research and Training has undertaken a big programme of textbooks for all stages of education. For colleges and universities, American, British, and Russian textbooks and standard works are made available or republished in India in low-priced editions."

Amendment of Varsity Act

"The Education Ministers' Conference agreed to the principle of consultations between the State governments, the University Grants Commission, and the Central Ministry of Education in respect of any important legislative proposals or amendments in the Universities' Acts. However, the proceedings of the conference have not yet been circulated to State governments and as such their reactions have not been received. Earlier, such a suggestion was made to the State governments and eight of them have so far accepted the suggestion."

Libraries in Fourth Plan

"The programme may *inter alia* include:

(*i*) Development of existing State Central Libraries and organizing new State Central Libraries where they do not exist.

(*ii*) Development of existing libraries and setting up of new libraries where necessary.

(*iii*) Setting up of Public Libraries on the model of Delhi Public Library.

(*iv*) Development of Public Libraries Services.

(*v*) Grants-in-aid.

"Since the Plan as a whole has yet to be finalized, it is premature to attempt State-wise break-up of the outlay, that may be available."

Effects of Devaluation

"It has been generally represented to the government that the Devaluation of the rupee has caused increase in the price of imported books and materials in Science.

"The import policy for books and science materials has been liberalized and it has been decided that import licences for books will be issued on the condition that the importers should charge no more than the regular retail price expressed in rupees at the revised official rate of exchange. It has also been decided to step up all necessary measures for increasing production of indigenous textbooks and science materials."

Hindi-English Dictionary

"The practical Hindi-English dictionary of 7,000 words in most common use is still in the press and is expected to be out soon. The compilation of the enlarged edition of this dictionary, which is a new scheme in the Fourth Five-Year Plan, shall be taken up after the dictionary referred to above has been published."

Admission to Colleges

"Of 12,579 students, who registered their names for admission to Delhi colleges in Pre-Medical and first degree courses, 10,953 students have so far been admitted. The number of students, who have not been admitted, largely includes those who seek admission elsewhere also or do not ultimately turn up for admission for other reasons.

"Facilities for studying through correspondence courses, and, in the case of women students, through enrolment with the Advisory Board of Women's (Non-Collegiate) Education, are available to students who have not obtained admission to colleges."

University in H.P.

"The Himachal Pradesh Administration has asked for the concurrence of the University Grants Commission and the Union Government for the establishment of a university in Himachal Pradesh during the Fourth Plan period.

"The Standing Committee set up by the University Grants Commission to consider proposals for the establishment of universitieis in the Fourth Plan has decided to postpone the consideration of the proposal, in view of the impending re-organization of the State of Punjab.

"The general policy of the government is to set up, as far as possible, university centres instead of new universities during the Fourth Plan period."

Evening Classes

"Evening Classes are already being held in a number of colleges. Additional seats have also been provided in some colleges by extending working hours and further efforts in this regard are continuing.

"The Government is already of the view that admissions to colleges and institutions of higher learning should be on the basis of selection and that the educational system after the school stage should be deversified so as to absorb those students not considered suitable for higher education. With this objective in view a beginning has already been made to give a vocational bias to education to the secondary level through the establishment of Junior Technical Schools and at the post-secondary level through the Polytechnics. There are at present 104 Junior Technical Schools with an admission intake of 6,000 students and 274 Polytechnics with an admission capacity of 48,000 students in India.

"The Education Commission has emphasized the importance of selective admissions to institutions of higher education and suggested a detailed programme for the purpose of implementation by the concerned institution. The recommendations of the Education Commission are still to be considered."

Scientists in Kerala Government Colleges

"There are 10 scientists holding Ph.D. degree from Europe or America, but none with D.Sc. working in the Government Colleges of Kerala. Most of them are posted to colleges in Trivandrum, Ernakulam, and Palghat where there are postgraduate courses. On account of pressure of admissions and cost of equipment, preference is given to providing them with facilities for teaching work, but available facilities for research are also given to them."

Scientific Terminology

"The Commission for Scientific and Technical Terminology, which is engaged on the work of evolution of terminology in scientific and technical subjects in Hindi, has been aiming at the maximum possible identity with all the regional languages in evolving terminology and to achieve this purpose, the terms are finalized after careful study by Expert Advisory Committee with which scholars from various linguistic regions have been requested to use this terminology with suitable modifications in the forms and endings as may be needed to suit the grammer and genius of the language concerned. To speed up this work, it is proposed to set up Regional Centres in various linguistic regions for rendering the terminology in the scripts of the regional languages.

"As explained above, the terminology has yet to be rendered in the scripts of the regional languages and glossaries of such terms shall be published after the work has been completed. It is, however, hoped that the percentage of common terminology will vary from 80 to 90 per cent depending upon the deviations necessary to suit the grammer and the genuius of the language concerned."

NCC Snippets

The Senior Division and the Junior Division of the NCC will each have a cadet strength of 14 lakhs by the end of the Fourth Plan, according to the NCC expansion programme.

* * *

Ninety-two NCC officers and 2,252 cadets served with Army Units for one month during the summer vacation in 1966. The scheme of attachment of NCC officers and cadets to the Army introduced in 1965 has become a regular feature.

* * * *

The Advanced Leadership courses are becoming popular with cadets. Facilities are now available for increased number of boys and girls to join the courses.

* * *

Eighty-six cadets from army, who were in the third year of their NCC training, qualified at the Service Selection Board interviews for admission to the Indian Military Academy at Dehra Dun.

* * *

Five thousand cadets, both boys and girls, from Delhi University participated in the Independence Day function held in Delhi. The march-past of the cadets was one of the highlights of the celebrations in the Capital.



Santa Biswas

Miss Santa Biswas, an NCC cadet from West Bengal, represented India at the 39th World Shooting Championship held recently at Wiesbaden, Germany.

* * *

NCC Air Wing Cadet/Sgts Rattan Lal, Gupta and Vinod Kumar Bajaj attended the training camp of the Air Training Corps at Singapore from 10 August to 17 August 1966.

* * *

Major (Miss) N.K. Pandit, who is commanding the NCC girls unit in Bombay, was a member of the Women's team which scaled the 20,166 ft. Mount Koktand in Sikkim on 16 April 1966. Six NCC cadets belonging to the States of Mysore, Madras, and Gujarat climbed the 19,450 ft. Hanuman Tibba Peak on 11 June 1966. This is considered a remarkable achievement since the cadets attempted the peak from the hazardous Western ridge.

GRANT FOR ALLAHABAD VARSITY

The Union Government has sanctioned Rs. 1 lakh to the University of Allahabad for 1966-67 for running a pre-examination training centre for Scheduled Caste and Tribe candidates.

Special coaching is available at the centre for Scheduled Caste and Tribe candidates to enable them to compete on equal terms with other candidates in the examinations conducted by UPSC.

This training scheme has helped in recruitment of an increasing number of candidates belonging to communities in various services. Of the 53 candidates who received training at the centre in 1960, thirteen were selected for public services. Four years later, while the number of candidates trained was the same as before, 26 were selected—seven for IAS and remaining for IPS and other services.

The Centre is considering the establishment of a similar centre in Madras.

LANGUAGE TEACHING

A central organization is to be set up in London shortly to collect, co-ordinate, and disseminate information about all aspects of modern language teaching and learning in Britain.

The new Centre for Information on Language Teaching (CILT), as it will be called, will be opened for the benefit of teachers and other scholars professionally concerned in the study and teaching of foreign languages.

Its work will include the provision of information about recent research findings in linguistics, language studies, psychology, and teaching methodology which are relevant to the improvement of language teaching at all levels.

A register of current research to help co-ordinate new research projects will be maintained, and the Centre will also act as a clearing-house for information about available teaching materials and the development of new aids and techniques.

Initially it will only deal with the languages which are most widely taught in Britain. A reference library and documentations services will form part of its resources.

NEHRU MEMORIAL TRUST

Some of the best-known names in British show business are backing a festival of Indian folk music to be held in London and Birmingham in October to raise funds for the Nehru Memorial Trust. About £ 10,000 (Rs. 2.10 lakhs) are needed to reach the £100,000 (Rs. 21 lakhs) target of the Nehru Memorial Trust.

The Trust, whose chairman is Lord Mountbatten, will finance scholarships for Indian students at Cambridge.

Seminars, Institutes

Seminar on India's Foreign Policy

Since the last war with Pakistan there has been much talk in the country about the need to reshape India's foreign policy and a number of suggestions have been thrown out in the press, Parliament, and elsewhere. The School of International Studies, New Delhi, decided to examine these and other suggestions at a week-long seminar on India's Foreign Policy which was held at the School from 25 to 30 July 1966.

The first session was devoted to a general discussion of the Problems of India's Foreign Policy. At the five other sessions which followed the subjects for discussion were: The Framework of Nonalighment: India, the United States, and the Soviet Union; Foreign Policy and Problems of Economic Development and National Defence; India and the Afro-Asian World; India, Britain, and the Commonwealth; and Formulation and Implementation of Foreign Policy. Seventeen working papers, covering different aspects of these topics, provided the basis for discussions. While the suggestions already made were thoroughly examined, many new suggestions were also made by the participants. The discussions of the seminar will be summed up in a paper entitled, "A Fresh Look at India's Foreign Policy," scheduled to appear in the January 1967 issue of the School's journal, *International Studies*.

Nuclear Arms

The Indian School of International Studies, New Delhi, plans to hold an all-India seminar on Nuclear Weapons and Foreign Policy in New Delhi from 7 November to 12 November 1966. University teachers, government officials, and members of Parliament have been invited to study the many facets of the problem. The seminar will be conducted on an academic and research level. The main aim is not so much the prescription of particular policies as to provide knowledge, understanding, and insight into the political requirements of different nations and of the world community in the face of new developments in mankind's experience with nuclear energy.

The key problems for which background papers are under preparation include prospects of disarmament, Asian military balance and stability, spread of nuclear weapons, and nuclear policy for India. A comprehensive bibliography has been prepared for the use of participants.

Detailed Study

The seminar will be the first effort in India to bring together experts in different fields like physical sciences, administration, and social disciplines for undertaking a detailed examination of the available data and attempt an assessment of the perspectives.

Professor M.S. Rajan, Director, Indian school of International Studies, is the Director of the seminar and the Secretary is Mr. M.L. Sondi, Head of the Department of International Politics and Organization. An Informal Advisory Committee has helped in formulation of the guidelines for the seminar.

The Vice-President, Dr. Zakir Husain, will inaugurate the seminar. The Foreign Minister, Mr. Swaran Singh, and the Defence Minister, Mr. Y. B. Chavan, have agreed to speak.

The proceedings of the seminar will not be public, because it is chiefly designed to meet the educational needs of those engaged in the study of international relations. But after the seminar it is hoped that an edited version of the proceedings as well as the papers submitted at the Seminar would be published.

TWO VARSITIES FOR ORISSA

The Orissa government plans to establish two universities, one at Berhampur and the other at Sambalpur from 1 January next year, it is reported. Schemes for the new universities will be drawn up shortly.

STUDY OF PROBLEMS OF DEVELOPING NATIONS

The founding conference to mark the opening of Britian's new Institute of Development Studies, a centre for research into the problems of developing countries, is to be held near Brighton from 18 September to 21 September.

In the first half of next year, two courses on various aspects of such development will follow. The first of these, on "Trade and Aid," is expected to start on 9 January.

The Institute, founded in January this year by the Ministry of Overseas Development in cooperation with the University of Sussex and occupying premises on the university campus, is now recruiting staff with wide experience of the problems of developing countries. It hopes to attract to its courses — which will be short and intensive — mature people with suitable backgrounds, including officials of developing nations, aid-giving countries, international organizations, and banking and business firms.

Postgraduate research students will be able to follow individual programmes of study, possibly in association with the Institute's research projects.

READERS' FORUM

I am interested in the study of Military Science. Please let me know where facilities are provided for the study of this subject in India.

P.R. CHOPRA, Amritsar

The Surendra Nath College, Calcutta, has facilities for the study of the subject at the Pre-University Course. In Panjab and Punjabi universities also this facility is provided at the Pre-Engineering and Pre-Medical Course levels.

In the universities of Agra, Allahabad, Gorakhpur, Jiwaji, Poona, Panjab, and Punjabi, candidates can study the subject at the Bachelor's Degree level. Allahabad and Jiwaji universities offer facilties for the study of the subject at the postgraduate level.

Will you kindly send me a copy of the Education Commission Report per V.P.P.?

B.R. HEGDE, Ratnagiri

The Report of the Education Commission is under print and copies are expected to be available for distribution in about a month's time. However, this office does not sell the same. They are got printed by the Government of India.

In the July 1966 issue of *Universiy News* you would find a special supplement giving extracts from the three chapters of the Education Commission Report dealing with higher education.

Can you please supply me a list of Indian universities and colleges teaching Geology at the postgraduate level?

MR. CROWL, Ohio, USA

Twenty-five universities provide facilities for the study of Geology at the postgraduate level. These are: (1) Aligarh Muslim, (2) Andhra, (3) Annamalai, (4) Banaras Hindu, (5) Baroda, (6) Bhagalpur, (7) Bombay, (8) Calcutta, (9) Indore, (10) Jabalpur, (11) Jadavpur, (12) Jammu and Kashmir, (13) Karnatak, (14) Magadh, (15) Lucknow, (16) Mysore, (17) Nagpur, (18) Osmania, (19) Panjab, (20) Patna, (21) Rajasthan, (22) Saugar, (23) Sri Venkateswara, (24) Utkal, and (25) Vikram.

Colleges providing facilities are: (1) Dharam Samaj College, Aligarh, (2) College of Science, Banaras, (3) St. Xavier's College, Bombay, (4) University College, of Science, Calcutta, (5) Canning, College, Lucknow, (6) Presidency College, Madras, (7) University College of Science, Hyderabad, (8) Fergusson College, Poona, (9) University College of Arts and Science, Tirupathi, (10) School of Basic Sciences and Humanities, Udaipur, and (11) Ravenshaw College, Cuttack.

Is the government proposing to set up an Institute of Pedagogy?

J. KUPPASWAMY, Madras

The Union Government has under study a proposal to set up an Institute of Pedagogy or in the alternative the scheme may be taken up by the National Council of Educational Research and Training which is performing functions similar to the institute with asisstance from the UNESCO.

It is learnt that a final decision will be taken in the light of the recommendations of the Education Commission.

Has any method been evolved so far teaching Hindi in a simple way to foreign students in the country?

P. ANAND, Mysore

The Union Government is studying a proposal to set up a centre in the Central Hindi Directorate for teaching Hindi through correspondence courses. The details of the scheme are being worked out and it is likely to be introduced in the next financial year.

PERSONAL

Dr. A. Lakshmanaswami Mudaliar has been re-elected Vice-Chancellor of University of Madras for another term of three years with effect from 20 August 1966.

Dr. Atma Ram has taken over charge as the Acting Director of the CSIR from 22 August 1966 in place of Dr. Hussein Zaheer who is on leave preparatery to retirement.

Dr. Atma Ram and *Dr. T. R. Seshadri* of Delhi University will represent the Indian Science Congress at the meeting of the British Association for Advancement of Science to be held in September 1966 at Nottingham.

Dr. M. S. Swaminathan assumed charge as the Director of Indian Agricultural Research Institute, New Delhi, on 4 July 1966.

Mr. J. K. Buckle, the British Computer expert, who is now in Delhi, is training the staff of I. I. T., New Delhi, in working the electronic computer at the institute.

Dr. Ide of the U. S. Foreign Services visited the University of Agricultural Sciences, Bangalore, recently to discuss the possibilities of the USAID supplying fertilisers to the university.

Dr. Aberhard Jackel of Kiel University visited Kerala University recently.

The Australian Parliamentary delegation led by Mr. R.W.C. Swartz visited the University of Agricultural Sciences, Bangalore.

Professor J. B. Chatterjee, Director, School of Tropical Medicine, Calcutta, left for Melbourne on a lecture tour of Australia.

Mr. Ashok Kumar Sinha has obtained his doctorate degree in Metallurgy from the Oxford University.

Book Reviews

DEVELOPING A COLLEGE IN A DEVELOPING INDIA: Summary of a Ten-year Plan of Development for Madras Christian College, Madras, India. 1966. Price not stated. Available on application from the College.

The volume under review which is primarily for private circulation is interesting in a number of ways. The Madras Christian College, Madras, is one of the oldest colleges in the country. It has been functioning for over a century and a quarter and judged by any standards is one of the leading colleges in the country. Indeed if the measure of success of a college lies in the enthusiasm and dedication of its old students to the *alma mater*, this college can very easily be placed very near the top.

Some three years ago the college decided to have a close look at what it had been able to achieve so far, particularly since 1947, and to plan for the future. A number of study groups were set up and they have been functioning for almost two years. The volume now in hand thus represents the collective thinking of its members of the staff and some others who are involved in the welfare and future planning of the college.

As is only to be expected, the study begins with a survey of what the college has been able to achieve in the immediate past. Two things stand out here: one, that the college now has ten postgraduate departments which is more than any other college in South India has; two, that the college was able to send 26 members of its faculty abroad for advanced training. After this preliminary survey the study goes on to discuss the problems of Developing Academic Quality. In this chapter the whole range of academic problems—enrolment at various levels, examinations, teaching methods, extracurricular activities, etc.—are considered. Attention has been paid to the setting up of new departments, strengthening of library and research facilities, and the pattern of staff recruitment. The problem of admissions also receives considerable attention. Then there are useful hints on orientation of students, student amenities, guidance and counselling, vocational guidance and placement, and such other topics.

From this the study goes on to discuss the administrative capacity of the college to achieve the academic objectives outlined above. These are discussed under the following six headings:

1. The Academic Programme.
2. Departmental Administration.
3. The Halls of Residence.
4. Financial Administration.
5. Buildings and Maintenance.
6. The College Estate and Farm.

Inevitably, the study is rounded off by discussing the question of how to raise the required financial resources for carrying out such an ambitious programme but this is something about which it is not possible to generalize because the college has certain peculiar weaknesses and strengths of its own.

As an example of self-study by a college, this volume is very useful. Not many institutions in the country have ever undertaken such a venture. It is, therefore, to be commended as an honest attempt to grapple with problems as these exist. The targets which have been laid down before the college are by no means unrealizeable and it is only to be hoped that within the next few years the college will be able to grow into an institution which might even be considered as good enough to be declared an autonomous college.

AMRIK SINGH

Classified Advertisement

UNIVERSITY OF UDAIPUR

Applications are invited for the following posts in the University of Udaipur. Qualifications can be relaxed and higher start be allowed for outstanding experience and achievement. Benefits of Dearness Allowance and Provident Fund, Leave, etc., would be according to the University Rules. Application form can be obtained from the undersigned on payment of Re 1/- (rupee one) through Crossed Postal Order drawn in the name of Comptroller, University of Udaipur. (A self-addressed envelope 9" x 4" should invariably be sent along with the Postal Order for despatch of prescribed application form.) Application on prescribed form must reach the undersigned by 30 September 1966.

SCHOOL OF BASIC SCIENCES AND HUMANITIES (M. B. COLLEGE)

A. READERS

1. **Reader in Physics** (temporary but likely to be permanent). **Grade** : 700-40-1,100.

2. **Reader in Chemistry** (temporary but likely to be permanent). **Grade** : 700-40-1,100.

Qualifications (Essential) : At least a good second class Bachelor's Degree followed by a good second class Master's Degree in the subject from a recognized institution. Either a research degree of doctorate standard or published work of an equivalent standard. At least five years' experience of degree and postgraduate teaching and/or research in the subject as evidenced by published work of merit.

(Desirable) for the post at No. 1 : Ph.D. or published work of equivalent standard in the field of Solid State Physics, Nuclear Physics, or Theoretical Physics. Ability to guide students for doctoral research.

(Desirable) for the post at No. 2 : At least second class M.Sc. in Organic Chemistry, Ph.D. or published work of equivalent standard in any field of Organic Chemistry. Ability to guide students for doctoral research.

B. LECTURERS

3. **Lecturers in Mathematics** : Three (one is temporary, but likely to be permanent. Remaining two are temporary leave vacancies.)

4. **Lecturer in Drawing and Painting (permanent). Grade** : 400-30-640-EB-40-800.

Qualifications (Essential): At least a good Second Class Bachelor's Degree followed by a first class Master's Degree in the subject, or good second class Master's Degree with at least three years' teaching and/or research experience or Ph. D. in the subject.

(Desirable) for the two temporary leave vacancies: Ability to teach M.Sc. classes. Specialization in (*a*) Hydromechanics, or (*b*) Spherical Trigonometry and Spherical Astronomy.

College of Veterinary and Animal Science, Bikaner

1. Lecturer in Genetics and Breeding (Temporary but likely to be permanent). **Grade** : Rs. 400-30-640-EB-40-800.

Qualifications : A degree or diploma in Veterinary Science with good academic record. Advanced Post-graduate training in the subject at a recognized place of higher learning of at least one year duration. Teaching and/or research experience of three years.

Note : The number of posts given above can be increased or decreased.

R. S. GUPTA
Registrar

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the following posts :

1. *One Reader in Library Science.*	In the grade of
2. *Two Readers in Sociology.*	Rs. 700-50-1,250
3. *One Lecturer in Anthropology.*	In the grade of Rs. 400-40-800-50-950.

One post of *Reader in Sociology* has been sanctioned under the Third Five-Year Plan and is temporary upto 25 February 1967 for the present but is likely to continue thereafter. The other is a leave vacancy for the period ending 21 September 1967 for the present.

Dearness, City Compensatory, and House Rent Allowances and Provident Fund benefits admissible according to the University rules in force from time to time.

General conditions of service will be those embodied in the Agreement of Service which the teacher will have to sign before he enters upon his duties or as soon as possible thereafter.

Qualifications

1. **For Readership in Library Science.** First or second class Master's Degree followed by first class postgraduate Diploma/Bachelor's Degree in Library Science or first or second class Master's Degree in Library Science with first or second class Bachelor's Degree of an Indian university or equivalent qualifications of a foreign university;

Five years' teaching experience preferably to Master's Degree classes in Library Science or eight years' working experience in a responsible administrative post in a large university or research library; and

Experience of research work or published articles in evidence of research ability.

2. **For Readerships in Sociology.** Good academic record with first or high second class Master's Degree in Sociology or Social Anthropology and a Ph.D. or equivalent published work. Independent published work (in addition to the published work referred above) with at least five years' teaching experience in Honours/Postgraduate classes essential.

Special Qualifications : (1) Intensive field work experience in rural or urban areas is essential. (2) Specialization in any one of the following branches will be considered desirable: (*a*) Sociology of Economic Development; (*b*) Application of statistical methods to the study of sociological problems; (*c*) Political Sociology; (*d*) Educational Sociology; (*e*) Sociology of Law; (*f*) Sociology of Religion; (*g*) Sociology of Kinship.

3. **For Lectureship in Anthropology.** Good academic record with First or High Second Class Master's Degree in Anthropology. Those candidates who have a Ph.D. Degree in Prehistoric Archaeology will also be considered. Evidence of published work/advanced studies or experience of teaching degree classes for not less than two years.

Desirable Qualifications : Specialization in Prehistoric Archaeology and/or Technology.

The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envelop and stamps worth Re 0.70 to cover the postage.

Applications on the prescribed form alongwith attested copies of degrees should reach the Registrar, University of Delhi, Delhi-7, not later than 6 September 1966.

The selected candidates will be required to produce the documents in original relating to their qualifications and experience, etc., before the offer is made to them.

Note : It will be open to the University to consider the names of suitable candidates who may not have applied. Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

Registrar

UNIVERSITY OF UDAIPUR

Applications are invited for the following posts of the Agricultural Experiment Station. Qualifications can be relaxed and higher start can be allowed for outstanding experience and achievements. The benefit of Provident Fund, leave, etc., will be according to the University rules. The application form can be obtained on payment of Re 1/- (rupee one) through crossed Postal Order drawn in the name of Comptroller, University of Udaipur, Udaipur. Application on the prescribed form must reach the undersigned on or before 6 September 1966, along with a self-addressed envelope 9″ × 4″ .

1. **One Research Officer**, I.C.A.R. Research Scheme, "Influence of environment on chickens in dry and hot regions of Rajasthan." **Scale** : 700-40-1,100 (consolidated). Post temporary for 3 years. **Headquarters** : Bikaner Campus. **Qualifications** : Degree or Diploma in Veterinary Science with good academic record followed by a post-graduate degree in the subject. Teaching and/or Research Experience of the subject of at least 5 years. Research experience as evidenced by published work essential.

2. **One Horticulture Specialist. Scale** : 700-40-1,100 (consolidated). Post temporary but likely to be made permanent. **Qualifications** : At least a good second class Bachelor's Degree followed by a good second class Master's Degree in the subject from a recognized institution/either a research degree of doctorate standard or published work of an equivalent standard in the subject. At least five years' experience of degree and postgraduate teaching and/or research in the subject as evidenced by published work of merit. Experience and ability to co-ordinate field research in the subject desirable.

3. **One Assistant Research Officer,** PL-480 Research Scheme on poultry breeding. **Scale** : 400-30-640-EB-40-800 (consolidated). Post temporary for 5 years but likely to continue. **Headquarters** : Udaipur Campus. **Qualifications** : A good second class Bachelor's Degree in Agriculture followed by a good second class Master's Degree in Poultry/Animal Husbandry with at least 3 years' research experience in Poultry Breeding or Ph.D. in Animal/Poultry Breeding.

4. **One Assistant Research Farm Officer.** Trained in Agronomy. **Scale** : 400-30-640-EB-40-800 (Consolidated). Post temporary but likely to be made permanent. **Qualifications** : A good second class Bachelor's Degree in Agriculture followed by a good second class Master's Degree in Agronomy. At least three years' teaching and/or research experience in the subject with practical experience of managing agricultural farm.

5. **One Assistant Statistician. Scale** : 400-300-640-EB-40-800 (consolidated). Post temporary but likely to be made permanent. **Qualifications** : A second class Master's Degree with Statistics as one of the papers. Diploma in Agricultural Statistics (Senior certificate course) of high merit (I.C.A.R.). At least 3 years' experience of planning statistical layouts of agricultural and biological experiments and analysis of data.

6. **One Assistant Agricultural Chemist. Scale** : 400-30-640-EB-40-800 (consolidated). Post temporary but likely to be made permanent. **Qualifications** : At least a good second class Bachelor's Degree followed by a first class Master's Degree in the subject, or a good second class Master's Degree with at least three years' teaching and/or research experience or Ph.D. in the subject. **Desirable** : Experience of handling spectrophotometer, X-ray diffraction, and chemical methods of soil and plant analysis.

7. **One Classifier** (Professional Assistant). **Scale** : 225-485. Post permanent. **Qualifications** : At least a good second class Bachelor's Degree with a good second class Bachelor's Degree in Library Science or Diploma of equivalent standard.

Registrar R. S. GUPTA

RAVISHANKAR UNIVERSITY, RAIPUR

Applications are invited for one post of Technical Assistant for University Library on pay scale of Rs. 250—15—325—EB—15—370—20—450/- *Essential Qualifications* : (1) Bachelor's Degree in Arts, Science, or Commerce; (2) Diploma in Library Science; (3) Five years' experience of classifying and cataloguing books according to Decimal classification and A.L.A. Code including general administrative experience; (4) Proficiency in Hindi. Applications through the employer, if any, should reach the Registrar by 30 September 1966, staging age and qualifications including knowledge of different languages.

Registrar K. P. CHAUBE

UNIVERSITY OF SAUGAR

Advertisement No. R-8/66

Applications are invited for the post of a Professor of Criminology and Forensic Science at this University so as to reach the Registrar, University of Saugar, Sagar (M.P.), not later than 21 September 1966, Applications for the prescribed form should be accompanied by a self-adressed evnvelope and a postal order of Rs. 5.00 as application fee.

Candidates required to come for interview will have to come to Sagar at their own expense and bring with them their original certificates, etc.

The appointment will be made on Rs. 1000/- p.m. temporarily for a period of one year but it may be continued.

Qualifications

(*i*) A Doctor' Degree and/or high academic attainments with wide recognition for scholarship and original contribution to the subject.

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(*iv*) At least ten years' experience of teaching postgraduate classes.
(*v*) A good working knowledge of Hindi, both written and spoken.

S. J. NAIDU
Registrar
University of Saugar

JAMMU AND KASHMIR UNIVERSITY

Applications, to reach the undersigned by 5 September 1966, are invited for the following posts at Srinagar :

(1) **Readers** (Rs. 600-50-1,000) **in English and Persian;**

(2) **Lecturers** (Rs. 350-30-500-EB-440-700) **in English and Mathematics.**

For details and prescribed application forms, please apply sending crossed postal order for Rs. 6/- (cashable at Srinagar Post Office) in favour of the Joint Registrar, Jammu and Kashmir University, Kashmir Division, Srinagar-6.

M. A. CHISHTI
Joint Registrar

TRIBHUVAN UNIVERSITY

(University Service Commission)

Applications for the following posts, with Re. 1, are invited so as to reach the office of the Registrar, Tribhuvan University, Kathmandu, not later than the 31 October 1966, with attested copies of certificates of educational qualifications, experiences etc. The time for interview will be notified later. Candidates will be required to appear for an interview at their own cost.

1. **Professor.** One for each of the following departments: English, Political Science, Geography, Commerce and Culture.

2. **One Professor and one Reader** for each of the following departments: Economics, History, Sanskrit, Nepali, Acharya, Education, Physics, Chemistry, Botany, and Zoology.

3. **One Reader** for the department of Mathematics.

(*a*) Required minimum qualifications and experiences for a Professor : (*i*) a first class Master's Degree of Tribhuvan University, or any other university recognized by it with ten years' teaching experience, of which at least three years shall be in postgraduate classes; OR

A second class Master's Degree of Tribhuvan University or of any other university, recognized by it with a Ph.D. degree and ten years' teaching experience of which at least three years shall be in post-graduate classes; OR

A second class Master's degree of Tribhuvan University or of any other university recognized by it with fifteen year's teaching experience, of which at least five years shall be in the post-graduate classes.

(*ii*) A research degree or published research work and/or some experience of guiding research shall be an additional qualification.

(*b*) **For a Reader.** (*i*) At least a second class Master's Degree of Tribuvan University or of any other university recognized by it; (*ii*) at least ten years' experience of teaching, of which at least three years shall be in postgraduate classes; (*iii*) a research degree or published research work and/or some experience of research shall be an additional qualification.

Pay Scale :
(1) Professor—Rs. 1,100-40-1,500.
(2) Reader—Rs. 800-35-1,150.

The University may favourably consider the cases of candidates with a brilliant career and additional experience.

Registrar

Regd. No. R.N. 7180/63 Postal Reg. No. D 1637

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REPORT OF THE EDUCATION COMMISSION

How it was written

From Our Special Correspondent

Now that the Report of the Education Commission is available in print and is beginning to be discussed by all those interested in the future of Indian education, it was time, we thought, to enquire how the Report was written, what went into its making, and how such a co-operative enterprise as the writing of this wide-ranging and voluminous report could be carried through successfully in a period of less than two years. These were some of the questions in my mind when I sought an interview with Shri J. P. Naik, Member-Secretary of the Commission.

The Report was not *written* as the word is generally understood, Mr. Naik explained. It rather *grew*, section by section, chapter by chapter. Of course, it went through a number of drafts. There is hardly a chapter in the Report which has not been revised at least twice. In some cases, as many as 4-5 revisions were made. At places the final form in which the Report emerged is almost radically different from the first draft.

This must have meant tremendous hard work, I said.

Mr. Naik said in reply that preparing successive drafts was a way of thinking and the Commission had practised it extensively.

But surely you could not have started drafting right from the beginning. There must have been quite a few preparatory stages. May I know what were those stages?

This launched Mr. Naik on a long explanation. The first step, he said, was to appoint 12 Task Forces dealing with different subjects, each Task Force put under the charge of a member of the Commission. He was assisted by a number of other people who were known for their special knowledge or interest in that field. The decision to appoint Task Forces was taken at the very first meeting of the Commission in October 1964; and between October and December the members of the Commission prepared papers on matters which they considered important. The object of this exercise was to identify the problems. It was only in the month of December 1964, after three months of intensive discussions, that the questionnaire could be finalized.

Once the questionnaire was issued, the members of the Commission undertook tours to various parts of the country and interviewed a very large number of people. In between these engagements, members of the Commission and some members of the secretariat prepared what may be described as "Staff-Position-Papers." These dealt with a large number of topics and covered quite a wide ground. Simultaneously,

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replies to questionnaire and memoranda of various interested people began to pour in and some of the best members of the staff were put on the job of analyzing these memoranda. Out of several hundred received in this behalf something like one hundred were very suggestive and stimulated discussion and debate within the Commission.

This period of approximately less than a year was the period when members of the Commission achieved two things: one was to identify the problems; and the other was to discuss these problems with those people who were in a position to throw some light on them. It was time, however, to draw the threads together and so the Commission met for two weeks continuously in the first half of September at Srinagar. All the members, including the foreign members, were present and stayed at the same place. As a result of these discussions the Commission was able to make up its mind about half the problems that they had to consider. After this long session at Srinagar, the Commission once more resumed its routine of tours, interviews, and preparation of papers. This went on till December 1965. Once again a series of meetings were held and the Commission was able to take decisions on almost all those matters which had been left undecided at the earlier extended meeting at Srinagar.

Simultaneously, the various Task Forces were holding their meetings and carrying on discussion. By December 1965, the Task Forces were also in a position to finalize their recommendations. These recommendations took the form of regular reports which are going to be published shortly. The Education Commission did not agree with these recommendations in all cases and when these reports are published it would be possible for the curious readers to see at what points they diverged from each other in their respective modes of thinking.

Thus, by December 1965, the draft outline of the Report was ready. Between January and the end of March 1966 this first draft was discussed by all members at full meetings of the Commission, chapter by chapter. All the foreign members participated in these sessions and left only after the Report had been finalized. Some time in the middle of these sessions the Commission asked the Ministry of Education for extension of the time-limit laid down in this behalf. Though in a sense the Report was ready, it was not ready for presentation and the Commission, therefore, felt that another couple of months would enable it to get it ready in the final form.

At this stage I raised the question of the role and participation of the foreign members of the Commission and to what extent their association with the Commission had been useful.

Very useful, replied Mr. Naik. There was so much in their educational experience which we found pertinent and helpful. Furthermore, they were in a position to view our problems objectively and with the understanding of their own educational system and this enabled us to have a kind of dialogue with them which we found highly stimulating. It was indeed an excellent idea to have them working with us in such a close collaboration.

What was their view with regard to the language question?

With regard to this they joined in the *debate* but refrained from participating in the final decisions. According to them this was a problem which touched us intimately and which we alone could decide. As a matter of fact, there were a few other occasions also when they felt the situation was so peculiar to our own country that they did not feel called upon to express an opinion about those problems. But, as I have explained already, their participation in our discussion was extremely useful and stimulating.

How would you describe the last stages of your work?

After the draft report had been finalized, the foreign members went back to their respective countries and even the members of the Commission ceased to be whole-time members. However, each chapter was finally read and approved by a Committee consisting of the Chairman, the Secretary, the Associate Secretary (Mr. J. F. McDougal whose services had been loaned to us by the UNESCO) and that member of the Commission who had written the chapter. This final revision ensured, to whatever extent it was possible, that there was no repetition or overlapping and that there was a certain continuity about the whole report. The finalized drafts were circulated to all members and adopted in three special meetings which were convened between April and June 1966.

This must have entailed very hard work for everybody.

It was more hard upon the Chairman than anyone of us. We after all had nothing else to do. But he had to discharge his duties as the Chairman of the University Grants Commission also.

This prompted me to ask: is it true that Dr. Kothari some times felt so tired that he would go out into the garden for half an hour to walk about on the grass so as to gather fresh energy for the arduous job that he was doing.

Mr. Naik smiled in reply, which is as far as a man in his position would be prepared to go.

AN ALTERNATIVE TO THE PROPOSAL REGARDING MAJOR UNIVERSITIES

G. S. MAHAJANI, Vice-Chancellor, University of Udaipur

I am in agreement with the general picture of higher education in Indian universities, as painted by the Education Commission in Chapter XI of the Report and their diagnosis of the many ills that have crept into it.

I also agree that "we should adopt some new plan of action which would be both realistic and effective."

But what plan ? The Commission's remedy is to christen some five or six universities as "major" universities and concentrate improved facilities, better teachers, and talented students into them.

I carry no exclusions in my way of thinking. I have preferences. I do not, therefore, exclude the Commission's "major" universities as a possible solution, but I do not like it. I should prefer the following alternative.

Talented

The pressure of numbers—the phenomenon of student explosion—will be with us (Asian countries) for at least another 20 to 25 years, that is to say till we reach a steady state of over 90 per cent literacy. To raise and maintain standards, therefore, our first objective must be to separate the "good talented few" from the vast majority who are not above the average. As statistics show, only about 15 to 20 per cent of those who acquire the first degree, proceed to post-graduate studies. Let us ensure that these 15 to 20 per cent are really the good talented ones. To this end, we should separate right from the start of the university stage (end of 12 years schooling including two-year pre-university course) "honours" students from "pass" students. This separation cannot be effective unless both the content and the duration of the honours courses are distinct from the pass courses.

In my view the fourteen years' course, as at present, should continue for the pass students, for the honours students, the syllabus should be modernized and the duration should be fifteen years. This will really separate the two types of students; and this will be a realistic solution, since addition of one more year for all students without distinction cannot be digested by the country in the present economic conditions.

Selected Colleges

Next, every university should have one or two selected colleges which can be allowed an autonomous status. These autonomous colleges should be allowed to run the honours courses; there should be a greater proportion of readers in these; and talented students encouraged and helped to join them. These colleges will have freedom to adopt new techniques of teaching and of examination. The syllabus should be the modernized one as recommended by the UGC committees for various subjects. Other colleges where there will be greater proportion of lecturers will cater for pass students.

Advanced Centres

Advance centres of learning will be, as hitherto, attached to some selected universities (whom the Commission might have called "major" universities). But it should be possible to attach an advanced centre to a university which the Commission might not regard as a major one. To illustrate, because of the special features of the region, Udaipur deserves to have an advanced centre of study in Geology and this could be attached to the young University of Udaipur.

In section 11.25, the Commission itself refers to a possible objection to its plan of major universities. Now, I am not advocating democracy in the sense of a dead uniformity and equality among all universities. Democracy has, of course, inequalities like classes, but it ought not to have *castes*. The Commission's proposals will, I fear, create two castes of universities. Again, the recommendation that while other universities should switch over to regional languages, the "major" universities should retain English, as the medium of instruction will simply crystalize the two castes. Even at present we have distinctions. We speak, for example, of Central universities and others—but this has a reference only to the difference in the way they are financed. We often speak of Presidency universities and others — but this only refers to the historicity of their growth. We do not contemplate distinctions on academic grounds. All universities in the country

must be members of a supra-national community. They serve their local communities by supplying an international commodity —scholarship, science, technology, medicine—on international standards. Differences will exist in only one respect: while some universities will have a greater proportion of honours students; others will have a greater proportion of pass students. The scales of salaries for all categories of teachers — lecturers, readers, and professors — should be uniform. The difference will come in this that while honours courses will be taught mostly by readers, pass courses will be taught mostly by lecturers.

I refrain at this stage from elaborating my proposals. The Commission's hope that talented students from all over the country could be concentrated into five or six "major" universities is not realistic. Our experience so far is otherwise. We have the All-India Medical Institute which, in addition to its function of research, conducts a Medical College and awards the M.B.B.S. degree. But talented students in th country prefer to join their local Medical Colleges, rather than go to Delhi. The inducement of a financial assistance by way of scholarship is not enough to reverse this trend.

In my plan, universities will differ from each other to the extent of "degrees": the Commission's plan will create differences of "kind."

———

INDIAN STUDENTS IN U.S.

There are at present 7,000 Indian students studying at various educational institutes in the United States. Indian students have formed their own groups in more than 100 American campuses and, a parent body, the Federation of Indian Student Association in the United States of America.

Beginning in 1964 with 11 member associations, the F.I.S.A. body represents 60 groups. Its membership totals 5,000 students.

VARISITY SENATE ELECTION

The Panjab University Syndicate at a meeting held recently has approved the Tek Chand committee report regarding the election of members of the University Senate and decided to refer it to the Senate for consideration.

The report recommended that the State Government be requested to add the following to Section 13(1) of the Punjab University Act:

"Provided that a person shall not be eligible to seek elections, if whether by himself or by any person or body of persons in trust for him or for his benefit or on his account, he has any share or interest in (*A*) a firm engaged in printing, publishing, or selling books or for the use of the University or students of any of its courses, (*B*) a contract for supply of goods to the University, (*C*) execution of any work of the University."

This is an interim report and the Committee is continuing its deliberations.

Syndicate's Election

In regard to the regulations governing election of the Syndicate, the Board of Finance, the School Board, and the Board of Studies, etc., the Committee has further suggested that the Fellows assigned to the faculties, mentioned in Regulation I, should elect from amongst themselves 15 ex-officio or ordinary Fellows as members of the Syndicate as follows:

Faculty of Languages—2; Faculty of Arts—3; Faculty of Science and Mathematics—3; Faculty of Law—2; and Faculties of Agriculture, Dairying and Animal Husbandry, Education, Commerce, Engineering and Technology and Design and Fine Arts—3.

A new Syndicate, it said, should be elected not later than 13 December each year and that its terms should commence from the following 1 January.

CULTURAL EXCHANGE

Experiment in Living

Forty-nine students, 36 girls and 13 boys, left Bombay for a year's stay with American families for study under international scholarship awarded by the American Field Service.

Altogether 188 students have been awarded scholarship by the A.F.S. The students will be living with American families learning about life in America and informing their host communities about the culture and life in India. The American Field Service began its scholarship programme in 1947. Since then, it has taken 22,000 students for a year's stay with families and study in more than 2,800 communities all over United States.

6,000 Foreign Students for Soviet Institutes

Soviet institutes are expecting this year about 6,000 foreign students. Five hundred boys and girls from Angola, Cameroun, the Congo (Brazzaville), Chad, Japan, and other countries are already in Moscow to begin their studies this academic session.

To begin with, young people from abroad will study at preparatory faculties in Moscow, Leningrad, Kiev, Minsk, Kharkov, Odessa, and Krasnodar. This will give them some knowledge of Russian adequate to attend lectures and to read special textbooks.

AWARDS AND SCHOLARSHIPS

ENGINEERING SCHOLARSHIPS

. The University Grants Commission has selected 18 *candidates for award of research fellowships in engineering and technology of the value of Rs.* 400/- *a month.*

FOUR RESEARCH GRANTS

Four research grants to the tune of $143,789 have been awarded to universities in India by the U.S. Government recently for the development of foodgrains production. The projects cover study of the ways of regulating plant growth, development, reclaiming wasteland and research into virus diseases that affect the plants.

The University of Delhi is allotted a grant of $53,693 to study the growth and production of plants. Research into the change from the vegetative to the productive state would allow scientists to manipulate the plants, it is hoped. The University of Lucknow gets a grant of $23,386 to isolate and identify fungi, bacteria, and bacterial parasites in alkaline soil.

The Punjab Agricultural University at Ludhiana is awarded $32,417 for a five-year study of insects which transmit virus diseases from one plant to another. When more information on the subject is gathered, scientists will be able to take effective control measures so that farm output can be sizably increased.

The fourth grant of $34,293 will assist the Department of Chemical Technology, University of Bombay, in its five-year project towards better utilization of cotton seed oil.

11-YEAR SCHOOLING BENEFICIAL

Students, who have undergone 11 years of schooling, have been found better in their achievements, performance, and adjustments than these who have completed 10 years of study, according to the finding of a study conducted by the Department of Psychology, Kerala University.

The study was made on 400 pupils from different schools in Trivandrum district in January 1964. These pupils were drawn from two streams, one of which has passed through the 11-year education pattern of Travancore-Cochin State and the other 10-year pattern adopted after the formation of Kerala State. These two streams were brought together by 1959-60 in the new Standard VI which consisted of pupils who had taken to the 11-year schools and had been promoted from Standard V. It was a unique opportunity for comparing the two streams, as the students who reached Standard X in 1963-64 were the only batch drawn from both.

The study showed that the boys fared better than girls in intelligence, health, and social adjustments, and achievements of pupils of lower age groups were better than those in the higher age groups.

LOANS FOR STUDIES ABROAD

The Union Government has decided to extend the benefit of loans to the students who have secured seats in universities and educational institutions abroad and will be leaving this year for further studies.

The loans will be repayable either over 5 years with 2 per cent interest per annum or over 10 years with 4 per cent interest per annum. In the case of students the monthly income of whose parents or guardians is Rs. 3,000 or above the loans will, however, be given only for remittances for one year.

The scheme will be operated by the State Bank of India through their branches and also through other exchange banks.

Science Talent Search Exam

The next Science Talent Search Examination conducted by the National Council of Educational Research and Training will be held on 1 January 1967.

The examination is conducted every year for the selection of 350 students for the award of scholarships from B.Sc. first year up to Ph.D. stage.

The scholarship amount will be Rs. 100 per mensem for B.Sc. course, Rs. 250 p.m. for M.Sc., and Rs. 350 p.m. for Ph.D. work (for four years). In addition, the selected students will be eligible for a book grant and reimbursement of tuition fees.

Any boy or girl studying in P.U.C. or its equivalent class, final year of a higher secondary or multi-purpose school, second year of the pre-degree course in Kerala, first year of an Intermediate college in U.P., or final year of a school preparing students for the Indian School Certificate Examination will be eligible to sit for the examination, provided the applicant had secured at least 55 per cent marks in aggregate in the science subjects in the annual examination of the preceding class. 15 October is the last date for submission of applications to the heads of institutions concerned.



HIGH ALTITUDE FARM RESEARCH

Punjab Agricultural University has undertaken extensive research in the mountain-locked Lahaul and Spiti district, situated at a height of more than 10,000 feet. The research station at Keylong, set-up by the university, has produced many a bumper crop in foodgrains and vegetables. The successful experiments conducted at Keylong station are likely to usher in an era of plenty to Himachal Pradesh.

Several high-yielding varieties of crops including wheat, barley, and bajra grown in the farms at Keylong are awaiting harvest and it is anticipated that the new amber-coloured wheat — Kalayan 227 — will give an average of 50 maunds per acre instead of the 10 maunds per acre the traditional wheat varieties yield in this area.

The naked barley variety, evolved from imported barley livers, is expected to yield 30 to 35 maunds per acre as against 12 maunds yielded by other varieties. A new field of study, at present undertaken, is in connection with the preservation of apples. The experts are certain that with the methods developed in food preservation, apples can be released in the market during the off season. Other schemes relate to duplication of wheat crops, sealed cabbages, kuth and buck wheat.

According to research experts, the wheat which is baked into bread after fermentation is an important and exclusive crop of Lahaul and Spiti. It is cultivated in an area of 1,100 acres and measures are now underway to increase the yield. Experiments on mustard and pulses are proposed to be started to help evolve new varieties.

Painstaking work with potato seed has resulted in the propagation of high-yield varieties during the past few months. Some of the varieties thus evolved have shown that it has a big potential in the plains of Punjab and Uttar Pradesh. Compared to the output in high altitude, these varieties showed that yields greatly improve when it is cultivated in farms at lower altitudes.

Projects are also underway at the research station to evolve new varieties of mustard and pulses which would have high yield potential in the plains. The results so far obtained make it certain that the experts at Keylong are well on the path of evolving new varieties which can be cultivated in the plains successfully.

"C. P."

We regret to announce the death of Dr. C. P. Ramaswami Aiyar on 26 September 1966 at London where he had gone in connection with his project, *A History of My Times.*

That he was a distinguished man in various ways is testified by all the tributes paid to him since his death. It is to his role as a thinker and a university administrator that we wish to call attention today. Apart from establishing the University of Travancore (now rechristened as Kerala University), he guided the destinies of Banaras Hindu University and the Annamalai University for a number of years. A man of vision and deep insight, he realized the importance of a progressive university system and did everything possible to promote its free and unfettered working. As President of the Inter-University Board for the year 1965-66, he made a unique contribution to the cause of university autonomy. The leadership provided by him on the occasion of the recent university legislation in Andhra Pradesh is something that all friends of universities in the country will always cherish.

The country is the poorer for his death and we join his family in mourning the loss of such a distinguished and able son of the land.

ACADEMIC COMMON MARKET

The Committee of Institutional Co-operation, a voluntary organization of 11 American educational institutions, has grown into a potential force in higher education. The Committee was established to consider the possibilities of inter-institutional co-operation in academic areas. Through the funds awarded by the Carnegi Corporation, the CIC gives small sums of money called "Seed Grants" to inter-university faculty groups.

A particularly good example of the co-operative approach is the graduate training of biometeorologists (specialists studying the effects of weather on man, animals, and plants). The Far Eastern Language Institutes constitute another area in which a seed grant has helped to transform an original investment of faculty initiative into major academic gains.

The Institute provides a pool of professors in Japanese and a Chinese languages who conduct intensive training sessions on both the elementary and advanced levels for the growing number of students interested in the oriental field.

Educational groups in Africa have already asked for CIC's assistance in forming similar associations.

Five Research Fellowships

The Technical University of Berlin has offered five research fellowships to the University Grants Commission. It may be recalled that Dr. D.S. Kothari, Chairman of the University Grants Commission, met Dr. P. Hilbig, Pro-Rector of the Technical University of Berlin, on his visit to India last year and discussed in detail the Berlin University's plan for the award of scholarships.



Osmania University Kabaddi team (winners) at play against Bombay University team in the final match at Kolhapur

MORE EXAMS DEFEAT AIM OF EDUCATION

The economic condition of the parents influences a great deal the educational achievements of their children, according to a study of the problems of failures in examinations, conducted recently by Punjabi University.

Mr. Parkash Singh of Punjabi University, Department of Sociology, found that despite the improved social status, better financial conditions, and increase in the number of qualified teachers, the pass percentage in various examinations have been diminishing from year to year. The pass percentage in B.A. was 70.3 in 1948 but it came down to 33.3 in 1962 and in the case of intermediate examinations, the percentage came down from 49.2 in 1948 to 34 in 1962.

In 1947, a student was required to pass four examinations conducted by external agencies to get the Master of Arts degree but now he has to pass double the number of examinations to get the same degree. In reference to the sociological aspects of this problem, the following conclusions have been drawn:

The lower the income of the parents, the lesser the educational achievement of the child tends to be;

beyond a certain limit, the effect of family income starts decreasing and the law of diminishing returns starts applying on the achievements of the child;

at lower levels economic factors have a more profound effect and children of better educated parents have better achievements;

greater lag between the education of father and mother has greater adverse effect on the child's achievement;

educational aspirations of girl students are related more to the educational achievements of their mothers;

the more the parents of a child study at home, the greater is his achievement; and

children of younger parents do better at school than children of aged parents.

Campus News

UNIVERSITY ON AIR

The Delhi and Madras stations of AIR have introduced a new programme, *University on Air*, for B.A. pass course students in collaboration with Correspondence Courses Department of Delhi University.

The programme includes weekly talks on English, Political Science, and Economics on Wednesdays, Thursdays, and Fridays respectively. The B.A. first year students, registered with the Correspondence Courses Department, put questions to the radio teachers through letters and are answered by experts on the teaching staff. The students are given regular tests and the answer papers are duly corrected and returned by the Correspondence Courses Department.

University on Air provides a similarity of academic effort between the University of Frankfurt and two other bodies in the Federal Republic of Germany on the one side and AIR and University of Delhi on the other. It is a course of lectures broadcast on subjects of study for university students.

The university has introduced a one-year certificate course in Serbo-Croatian. It is considering the possibility of starting a diploma course in Serbo-Croatian from next year.

Indore University has decided to introduce the semester system for students of engineering from the next academic year. The decision follows the unanimous report of the eight-man committee appointed by the university suggesting introduction of the semester system.



Some of the first 48 of 500 Commonwealth Bursars to arrive in Britain at a reception in their honour by the British Council in London

Panjab University has decided to set up a Department of Adult Education on the university campus. The department will be financed by the Union Ministry of Education and University Grants Commission.

The University Syndicate has decided in principle to open a Department of Adult Education.

Punjab Agricultural University has been given a grant of Rs. 243,130 by the U.S. Government for the study of leaf hoppers. The research work is intended to provide information on the distribution, biology, importance of various species of leaf hoppers found transmitting virus diseases.

A workshop of agricultural officers of Punjab was held at Ludhiana campus recently. The study included the latest methods of cultivation of Rabi crops. The workshop was followed by pre-Rabi sowing and training camps for farmers at the district level.

A UNESCO information unit has been opened in the University Library at Ludhiana campus.

The University has decided to increase the number of stipends from 25 to 41 for the Junior College of Agriculture at Palampur.

The University has also decided that after the completion of one year in the five-year programme for B.Sc. in agriculture, students will not be considered eligible for admission to B.Sc. in agricultural engineering with effect from July 1967.

Punjabi University Department of Linguistics has planned to organize certain research projects in the field of applied linguistics. For the basic study of Punjabi, the department proposes to undertake the study of Kashmiri, Pahari, Sindhi, and Rajasthani.

Mysore University has instituted a summer school-cum-Correspondence Course leading to the Bachelor of Education (B.Ed.) at the Regional College of Education, Mysore.



Professor H.P. Dwivedi, Tagore Professor of Literature, seen addressing the Seminar on the "Problems of Hindi Teaching and Research" which was inaugurated by Vice-Chancellor Mr. Suraj Bhan at Chandigarh

Karnatak University has inaugurated the M.Tech. degree course in "Structures" at the Karnataka Regional Engineering College.

The Sophia College, Bombay, plans to have a Rs. 13 lakh science institute to mark its silver jubilee this year.

Osmania University has started M.Sc. course in Physics in Nizam College, Hyderabad. The elevation of the college as a centre of postgraduate teaching is under consideration.

The research Journal *Qadimurdu*, published by the Department of Urdu, in its latest issue has given the text of five rare manuscripts which have been edited for the first time.

University of Agricultural Science, Bangalore. The I.C.A.R. has conveyed the sanction for comprehensive research on oil seeds and also communicated the approval for the cardamam and cashew research schemes at Midegere and Utakal respectively.

Two rare species of Epilachina beetle (crop pests) found at Dharwar campus are being collected for studies.

I.I.T., Bombay, has a scheme under which foreign students will be able to study with Indian students in the I.I.T. to strengthen mutual understanding of the history and culture of all nations.

Forty colleges in Maharashtra, Gujarat, and Madhya Pradesh have introduced courses in American studies during the past few years.

Patna University is celebrating its golden jubilee during the first quarter of 1967. A special convocation will be held to mark the occasion.

Ravishankar University has decided to introduce a nine-month diploma course in Hindi journalism from the next academic year.

Soviet Scholar of Punjabi

Dr. U. A. Smirnov, a Soviet research scholar of Punjabi language from the Institute of Asian Peoples under the USSR Academy of Science, on a visit to this country, has been doing intensive study on the syntex of Punjabi language, especially the construction of compound and complex sentences.

He came to India last year to collect material on spoken Punjabi and to write a book on Punjabi grammer. Dr. Smirnov said that his visit had been fruitful and he had collected valuable material for research.

Dr. Smirnov, who speaks fluent Punjabi, is a graduate of the Institute of Foreign Languages, Moscow. Since 1958 he has been associated with the Institute of Asian Peoples as a research scholar in the Punjabi language. He has a number of research papers on the Punjabi language to his credit. The Panjab University, Chandigarh, recently published his book in English entitled, *The Composite Sentence (Complex and Compound Sentences)—Main Problems (on the Illustrative Basis of Punjabi)*.

Kurukshetra University Youth Welfare Department has set up a Trekkers and Mountainers Club, for which assistance has been given by the U.G.C. The university has also started a Boating Club.

LOCATION, YEAR OF ESTABLISHMENT, TYPE AND TERRITORIAL JURISDICTION OF UNIVERSITIES (as on 1 July 1966)

S. No.	*University*	*Location*	*Year of First Establishment*	*Type*	*Territorial Jurisdiction*
1	Agra	Agra	1927	Affiliating	State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras, Gorakhpur, Lucknow, Roorkee, Kanpur, and Meerut universities)
2	Aligarh	Aligarh	1921	Unitary	Within a radius of 15 miles from the University Mosque
3	Allahabad	Allahabad	1887	Unitary	Within a radius of 10 miles from the University
4	Andhra	Waltair	1926	Affiliating	Andhra Pradesh (excluding areas of Osmania and Sri Venkateswara universities)
5	Andhra Pradesh Agricultural	Rajendranagar, Hyderabad	1964	Unitary	Entire State of Andhra Pradesh
6	Annamalai	Annamalainagar	1929	Unitary	Within a radius of 10 miles from the University Convocation Hall
7	Banaras	Varanasi	1916	Unitary	Within a radius of 15 miles from the Main Temple of the University
8	Baroda	Baroda	1949	Unitary	Within a radius of 10 miles from the University Office
9	Bangalore	Bangalore	1964	Affiliating	Bangalore (urban) area
10	Bhagalpur	Bhagalpur	1960	Affiliating	Districts of Bhagalpur, Monghyr, Purnea, Saharasa, and Santhal Parganas in Bihar State
11	Bihar	Muzaffarpur	1952	Affiliating	Tirhut division of Bihar State
12	Bombay	Bombay	1957	Federal	Greater Bombay
13	Burdwan	Burdwan	1960	Affiliating	Districts of Bankura, Birbhum, Burdwan, Hooghly, and Purulia in West Bengal
14	Calcutta	Calcutta	1857	Affiliating	State of West Bengal (excluding areas of Burdwan, Jadavpur, Kalyani, North Bengal, and Visva-Bharati University), the Union Territory of Tripura and also the powers exercisable by Rabindra Bharati
15	Delhi	Delhi	1922	Federal	Union Territory of Delhi
16	Dibrugarh	Dibrugarh	1965	Affiliating	Districts of Lakhimpur and Sibsagar
17	Gauhati	Gauhati	1948	Affiliating	State of Assam and Union Territory of Manipur excluding the districts of Lakhimpur and Sibsagar

S. No.	University	Location	Year of First Establishment	Type	Territorial Jurisdiction
18	Gorakhpur	Gorakhpur	1957	Affiliating	Districts of Azamgarh, Bahraich, Ballia, Basti, Deoria, Ghazipur, Gonda, Gorakhpur, and Jaunpur in Uttar Pradesh
19	Gujarat	Ahmedabad	1949	Affiliating	State of Gujarat (excluding areas of Baroda University and S.V. Vidyapeeth)
20	Indira Kala Sangit Visvavidyalaya	Khairagrah	1956	Affiliating	Not defined
21	Indore	Indore	1964	Affiliating	Revenue district of Indore
22	Jabalpur	Jabalpur	1957	Affiliating	District of Jabalpur
23	Jadavpur	Jadavpur	1955	Unitary	Within a radius of two miles from the University Office
24	Jammu & Kashmir	Srinagar	1948	Affiliating	Jammu and Kashmir State
25	Jodhpur	Jodhpur	1962	Unitary	Within Jodhpur city limits
26	Jiwaji	Gwalior	1964	Affiliating	The six revenue districts of Gwalior division, i.e. Gwalior, Bhind, Morena, Guna, Shivpur, and Datia
27	Jawaharlal Nehru Krishi Vishwavidyalaya	Jabalpur	1964	Unitary	Whole of Madhya Pradesh
28	Kalayani	Kalayani	1961	Unitary	Within the local limits of the police stations at Chakdah and Haringhata in Nadia district (whole of West Bengal for Agriculture and Veterinary Science Colleges)
29	K.S. Darbhanga Sanskrit Vishwavidyalaya	Darbhanga	1961	Affiliating	The University can affiliate any institution imparting instruction in Sanskrit within the State of "Bihar"
30	Kanpur	Kanpur	1966	Affiliating	Districts of Allahabad, Fatehpur, Kanpur, Etawah, Farrukhabad, Jhansi, Jalaun, Hamirpur, Banda, Lucknow, Unnao, Rai-Bareli, Sitapur, Hardoi, Lakhimpur, Kheri, and Bara Banki except the area which lies within the limits of Allahabad University or Lucknow University
31	Karnatak	Dharwar	1949	Affiliating	Districts of Belgaum, Bidar, Bijapur, Dharwar, Gulbarga, North Kanara, Raichur, and some colleges in South Kanara in Mysore State
32	Kerala	Trivandrum	1937	Affiliating	Kerala State
33	Kurukshetra	Kurukshetra	1936	Unitary	Within a radius of 10 miles from the office of the University
34	Lucknow	Lucknow	1921	Unitary	Within a radius of 10 miles of the University Convocation Hall
35	Madras	Madras	1857	Affiliating	State of Madras (except area of Annamalai and Madurai universities)

S.No.	University	Location	Year of First Establishment	Type	Territorial Jurisdiction
36	Madurai	Madurai	1965	Affiliating	Districts of Madurai, Ramanathapuram, Tirunelveli, and Kanyakumari
37	Magadh	Gaya	1962	Affiliating	Colleges located in the Patna division of Bihar State
38	Marathwada	Aurangabad	1958	Affiliating	Districts of Aurangabad, Bhir, Nanded, Osmanabad, and Parbhani in Marathwada area of Maharashtra
39	Meerut	Meerut	1966	Affiliating	Districts of Meerut, Muzaffarnagar, Saharanpur, Bulandshahr, and Dehra Dun
40	Mysore	Mysore	1916	Affiliating	Districts of Bellary, Chikmagalur, Chitradurga, Coorg, Hassan, Kolar, Mandya, Mysore, Shimoga, South Kanara, and Timkur in Mysore State
41	Nagpur	Nagpur	1923	Affiliating	Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha, and Yeotmal in Maharashtra State
42	North Bengal	Siliguri	1962	Affiliating	Districts of Jalpaiguri, Darjeeling, West Dinajpur, and Cooch Bihar in West Bengal
43	Orissa University of Agriculture and Technology	Bhubaneswar	1962	Unitary	Whole of Orissa State
44	Osmania	Hyderabad	1918	Affiliating	Districts of Adilabad, Hyderabad, Karimnagar, Khammam, Mahbubnagar, Medak, Nalgonda, Nizamabad, and Warangal in Andhra Pradesh
45	Patna	Patna	1917	Unitary	Patna city
46	Panjab	Chandigarh	1947	Affiliating	State of Punjab (excluding the area of Kurukshetra and Punjabi universities) and Union Territory of H.P.
47	Poona	Poona	1949	Affiliating	Districts of Ahmednagar, East Khandesh, Kolaba, Nasik, Poona, Thana, and West Khandesh in Maharashtra State
48	Punjab Agriculture	Ludhiana	1962	Unitary	The University has at present two campuses : one in Ludhiana and the other in Hissar jurisdiction— Punjab State
49	Punjabi	Patiala	1962	Unitary	Within a radius of ten miles from University office
50	Rabindra Bharati	Calcutta	1962	Affiliating	West Bengal State
51	Rajasthan	Jaipur	1947	Affiliating	Rajasthan State excluding area of Jodhpur University
52	Ravishankar	Raipur	1964	Affiliating	Revenue districts of Raipur, Durg, Bastar, Bilaspur, Raigarh, and Surguja

S.No.	University	Location	Year of First Establishment	Type	Territorial Jurisdiction
53	Ranchi	Ranchi	1960	Affiliating	Districts of Dhanbad, Hazaribagh, Palamau, Ranchi, and Singhbhum in the Chota Nagpur division of Bihar State
54	Roorkee	Roorkee	1949	Unitary	Not defined
55	Sardar Vallabhbhai Vidyapeeth	Vallabh Vidyanagar	1955	Affiliating	Within a radius of 5 miles from the office of the University
56	Saugar	Saugar	1946	Affiliating	Districts of Balaghat, Betul, Mandla, Chatturpur, Chindwara, Damoh, Hoshangabad, Narsinghpur, Nimar, Panna, Rewa, Sagar, Seoni, Shahdol, and Tikamgarh in M.P.
57	S.N.D.T. Women's	Bombay	1951	Affiliating	Not defined
58	Sri Venkateswara	Tirupati	1954	Affiliating	Districts of Anantapur, Chittoor, Cuddappah, Kurnool, and Nellore in Andhra Pradesh
59	Shivaji	Kolhapur	1962	Affiliating	Districts of Ratnagiri, Sangli, Kolhapur, Satara South, Satara North, and Sholapur
60	Udaipur	Udaipur	1962	Unitary	The University has its constituent colleges located in Udaipur, Bikaner, and Jobner ; jurisdiction extends over Rajasthan State for Agriculture and Veterinary Science College
61	University of Agriculture Science	Hebbal (Bangalore)	1964	Unitary	Whole of Mysore State
62	U.P. Agricultural	Pant Nagar	1960	Unitary	Not defined
63	Utkal	Bhubaneswar	1943	Affiliating	Orissa State
64.	Varanaseya Sanskrit Visvavidyalaya	Varanasi Cantt.	1958	Affiliating	All over India and Nepal.
65	Vikram	Ujjain	1957	Affiliating	Districts of Dewas, Dhar, Jhabua, Mandsaur, East Nimar, (Khargone) Raisen, Rajgarh, Ratlam, Sehore, Shahjapur, Ujjain, and Vidisha in Madhya Pradesh
66	Visva-Bharati	Santiniketan	1961	Unitary	Area of Santiniketan in the district of Birbhum

HIGHER EDUCATION IN PARLIAMENT

Facilities for teaching of foreign languages spoken in Latin America and West Asian countries already exist in some of the Indian universities, said Mr. M.C. Chagla, Union Minister for Education, while replying to questions on Higher Education in Parliament. He said: "Delhi University has set up a separate Department of African Studies and has facilities for teaching two African languages. The University Grants Commission has approved certain grants for developing the study of several foreign languages in universities. They have also accepted the recommendation of the Committee on Areas Studies to develop the study of foreign languages as part of the programme relating to Area Studies in selected universities."

Scientific Terminology

"The work of evolution of terminology in scientific and technical subjects is a continuing process. A glossary containing 40,000 terms in seven basic Science subjects upto the 1st degree level was published in the year 1964-65. During the years 1965 and 1966 (upto July 1966), the Commission finalized 77,256 terms in various subjects relating to Science, Engineering, Medicine, Humanities, and Social Sciences. Arrangements are being made to get them published. In addition 5,000 administrative terms have also been finalized."

UNESCO Mission

"The Planning Mission was in India from December 23, 1963, to March 10, 1964. The National Council of Educational Research and Training has been entrusted with the task of developing new syllabi, text, and other instructional materials in Science and Mathematics, on the lines indicated by the Mission. Some material has already been prepared and is being tried out as a pilot experiment in selected schools of Delhi."

University Acts

"It has been suggested to State Governments to consult both the University Grants Commission and the Ministry of Education in this regard. According to the replies so far received, the governments of Madras, Punjab, Kerala, Bihar, Orissa, Jammu and Kashmir, Rajasthan, and Assam have agreed and the governments of Gujarat, West Bengal, and Maharashtra have not agreed to the suggestion. The matter was subsequently discussed at the last Education Ministers' Conference in June 1966 which agreed to the principle of consultations between the State governments, the University Grants Commission, and the Ministry of Education."

Cultural Pacts

"Cultural agreements with Japan and Indonesia already exist and preliminary negotiations for similar agreements are in progress with a few other South-East Asian countries. These cultural agreements relate to Turkey, Rumania, Poland, Czechoslovakia, U.S.S.R., Yugoslavia, Norway, Greece, Hungary, Bulgaria, and France. These agreements as also those with Japan and Indonesia envisage co-operation in the fields of art, culture, science, and technology through exchanges of teachers, students, experts, grant of scholarships, visits of delegations, exhibition, etc."

Library Cess

"The Advisory Committee for Libraries appointed by the Government recommended that the State governments should enact a comprehensive libraries' legislation. Accordingly, a Model Public Libraries Bill was prepared. The Bill envisaged levy of library cess for development of library services in the States. The opinion and comments of the State governments were invited on the Model Libraries Bill. The replies received from the State governments showed that library cess was already being levied in Andhra Pradesh, Madras, and Malabar area of Gujarat, Rajasthan, and Delhi Administration were agreeable in principle to the levy of cess. But the other State governments did not favour the idea of levying cess at the present juncture. A large majority of States did not favour the introduction of the proposed libraries' legislation at the present juncture.

"The Education Commission has generally agreed with the recommendations of the Advisory Committee for Libraries and the Working Group of the Planning Commission, relating to the establishment of a net work of libraries throughout the country at Central, State, District, Block, and Panchayat levels."

Textbooks

"Under the aegis of the National Council of Educational Research and Training, model textbooks of quality and standard for all stages of school education are being produced. These textbooks have been offered to all States for adoption or adaptation. While the Central Government has not carried out a comprehensive evaluation of the textbooks produced by the State governments, the information available indicates that these textbooks need much improvement."

Scholarships for Study Abroad

"No candidate belonging to Scheduled Castes and Scheduled Tribes was selected for scholarships during 1965-66 as selection for that year under the Government of India Scheme of Overseas Scholarships to Scheduled Castes, Scheduled Tribes, etc., were made only in May 1966. However, 12 candidates belonging to Scheduled Castes and Scheduled Tribes, who were selected under the same scheme in the previous years, were sent abroad for study in 1965-66.

"The amount spent by the Government of India : Uttar Pradesh—Rs. 2313; Kerala — Rs. 1260; West Bengal— Rs. 2078; Andhra Pradesh— Rs. 1039; Punjab— Rs. 1039 ; Rajasthan — Rs. 1102; Madras — Rs. 1260; Delhi— Rs. 3756; and Himachal Pradesh — Rs. 1293.

"The above expenditure excludes expenditure incurred on 12 scholars (7 Scheduled Castes and 5 Scheduled Tribes) under the Overseas Scholarships Scheme for Scheduled Castes, Scheduled Tribes, etc., because it is still awaited from the concerned Indian Missions abroad."

C'WEALTH EDUCATION CONFERENCE

More than 100 delegates from Commonwealth countries will attend a specialist education conference in Huddersfield, England, shortly. The conference will deal with the education and training of technicians.

The delegates to the conference will split into groups to consider various subjects. A report on the conference's findings will be presented for consideration at the next Commonwealth Education Conference, to be held in Lagos, Nigeria, in 1967.

Seminars

HISTORY SEMINAR

The Visva-Bharati Seminar on "Writing of Indian History" has urged that the Central Government should establish a National Institute of History. The consensus of opinion among the delegates at the seminar was that, since the study of Indian History at research level was becoming more and more specialized, the need for setting up a co-ordinating centre of historical research was more now than ever before.

The historians who came to Visva-Bharati from all over India felt that their journey to Shantiniketan was a pilgrimage and the seminar a suitable opportunity to exchange ideas and compare notes. A paper on Tagore's ideas of Indian history stated that Gurudeva was more concerned with values than facts, with the spiritual history of the Indian people than the sequence of political events.

SEMINAR ON FOREIGN POLICY

A seminar on India's foreign policy is being sponsored by Osmania University in collaboration with the Institute of Asian Studies, Hyderabad.

Educationists, politicians, and diplomats are expected to participate in the seminar which is scheduled to be held early in October.

College for Handicapped

A residential college in Coventry designed solely for physically handicapped students with be set up in 1969.

The college will admit students of both sexes, who will study for degrees and diplomas covering the arts, sciences, technology and craft courses. The college will put a strong emphasis on the tutorial system.

Corridors and doorways in the college will be much wider than normal in order to allow those in wheelchairs to move about easily. The strength of the college will initially be between 120 and 130 students. It will also admit overseas students.

News From Abroad

LEARNING LANGUAGES BY COMPUTER

A new method of learning languages, combining the technique of computer translation with the principles of programmed learning, has been developed in Britain after three years of research.

In an average of 24 hours' study it is claimed that a person can achieve a fluency with which normal teaching methods would take several months.

This, together with programmed learning—the theory which claims that a person learns best by being stimulated to respond actively to small pieces of information arranged in logical sequence—has been combined on specially prepared gramophone records and books.

Three languages have so far been dealt with in this way—Spanish, French, and Italian. Russian and German are in the course of preparation, and basic research is being carried out on other languages. In the near future it is proposed to bring out a series of "English for Foreigners" records.

READERS' FORUM

I have passed the G.C.E. (Advanced Level) from the Joint Matriculation Board of the universities of Manchester, Liverpool Leads, Sheffield, and Birmingham. May I know if this examination has been recognized by your Board and, if so, as equivalent to what ?

S.B. SEQUEIRA, Goa

The list of the approved examining Board in U.K. for the General Certificate of Education is: (1) Associated Examination Board for the General Certificate of Education; (2) Joint Matriculation Board of the universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham; (3) London University Entrance and School Examinations Council; (4) Oxford and Cambridge Schools Examination Board; (5) Oxford University Delegacy of Local Examinations; (6) Southern Universities Joint Board for School Examinations; (7) Welsh Joint Education Committee; and (8) Durham University Matriculation Board and School Examination Board.

The Board has recognized the G.C.E. (Ordinary Level) as equal to the Matriculation Examination and the G.C.E. (Advanced Level) as equal to successful completion of the first year of the three-year degree course and students may be admitted to the professional courses direct, provided the subjects taken by them are such as are required for their respective professions.

Which are the universities in India conducting evening classes for M.Sc. Physics or Chemistry ?

M.K. BASHYAM, Mysore

As far as we are aware no university in India provides evening classes for M.Sc. course.

I want to appear in M.A. Urdu or History. I may please be intimated whether correspondence Courses for these have been started and to whom I should apply for that.

BANSI LAL GUPTA, Jammu

Correspondence Courses have so far been started only by Delhi University and this facility is at present confined to the Bachelor of Arts degree.

I have passed B.A . from Tribhuvan University. Has this degree been recognized by your Board for purposes of higher studies in Indian universities ?

G. D. SHUKLA, Mussoorie

Yes. B.A. degree of Tribhuvan has been recognized as being equivalent to the B.A. degree of an Indian university.

I understand there is a proposal to coach students undergoing Correspondence Courses through All-India Radio. Kindly confirm.

B. R. PANTULU, Madras

Yes. All-India Radio with the help of the Delhi University has already started broadcasting programmes for certain subjects from the Delhi and Madras stations. Students enrolled with the Directorate of Correspondence Courses (University of Delhi) can send questions which will be answered by experts of the University. A full report of the "University on the Air" appears elsewhere in the issue.

Will you kindly arrange for a scholarship for my further studies in Germany in printing technology?

S. G. PANDE, Lucknow

The Inter-University Board does not arrange for scholarships. You may, however, approach the German Academic Exchange Service, New Delhi, who may be able to help you in the matter.

May I know which universities in India are conducting postal courses in M.Sc., Physics or Chemistry or any natural as well as applied sciences, through correspondence ?

M.K. BASHYAM, Mysore

No university in India has at present postal courses for any science subject.

I have read in today's **Amrita Bazar Patrika** *that in a certain university while the number of students is* 1,300 *and the number of teachers* 200, *the number of Class IV employees is* 600. *Do you know anything about it and what do you have to say in this regard?*

ARUN MUKERJEE, Calcutta

We thank you for drawing our attention to something so significant. While we do not have any first-hand information about it we are going to make further enquiries about it and shall write to you in due course.

As to what is our opinion in this regard, as you will understand, we naturally feel inhibited in speaking on this subject. In any case, we must ascertain the facts before we express any opinion.

Book Reviews

UNIVERSITY LIBRARIES IN INDIA—A CASE STUDY, A Survey of the University of Delhi Library, M. Carl White, Planning Unit, University of Delhi, Delhi, 1965. Pp. xvi+184.

It was indeed far-sighted of the authorities of Delhi University to have secured the services of Dr. Carl M. White on loan from the Ford Foundation to review the existing situation in the University of Delhi Library as well as to advise on the expansion of library services to meet its future requirements of teaching and research. Dr. White seems to have taken his assignment rather seriously, with the result that he has produced a monumental report that can be a model for similar surveys about other university libraries of India.

It makes heavy reading at times because of its tendency to stress the obvious ; this defect need not, however, detract us from its importance and far-reaching implications for the future of academic libraries in India. The radical proposal (1) to invest ninety-four lakh of rupees, in building up a collection of non-current books for accelerating the rate of growth to 275,000 volumes per year, (2) to raise the status of the librarian in the university hierarchy, (3) to build up separate social science and physical and biological science libraries, (4) to rationalize the organization of departmental libraries, and (5) to bifurcate textbook from research collections of the library are significant departures from the usual situation prevailing in this country.

While Dr. White has benefitted greatly from the experience of academic institutions in the United States, he has been equally at pains to take account of the existing realities of the situation prevalent in the academic circles of the metropolitan university. The proposals made by him have a hard core of reality about them because those are to be the basis of implementation by the authorities of the university in the near future. The experiment should excite all the academic librarians in India because many of their future hopes would be linked up with the success of this enterprise.

The capital city of this country cannot boast very much about the size of its library collections. The Delhi University Library is no exception to this general rule. The entire collection consists of no more than 230,000 volumes for a total student body numbering about 30,000. Nearly 14,000 scholars are registered as members with the library. The pitiable figure of 16 volumes per registered reader is completely inadequate for both course and research work. Its present rate of annual growth of 18,000 volumes per year (figures for the latest year) will hardly suffice for it to acquire the current literature in the whole field of knowledge ranging from the humanities, arts, social sciences to the natural and biological sciences. It has been calculated that a research library in India should add at least 10,000 volumes in the social sciences alone to keep up the flow of current literature in that area.

The core recommendations made by Dr. Carl White should be viewed in a much wider perspective because those are of general applicability to the Indian situation. The librarians and academic-administrators in this country may equally benefit from his seasoned arguments, based as they are on his wide experience in the United States. The most important proposals of Dr. White have to do with the place of departmental libraries in the library system of a university, the maintenance of integral ratio between the course and research requirements of a university on the one hand and the development of library collections and services on the other, and, last but not least, the place of the librarian in the government of the library.

It is now being recognized increasingly by many forward-looking educators that small units or departmental libraries are an anchornism beyond a certain stage. The unit cost of maintaining scattered collections and the difficulty of exercising strict control over professional services in a decentralized organization are the clinching arguments in favour of our case. It, however, does not overrule the utility of working departmental collections. The Princeton University Library has worked out the *via media* by maintaining departmental collections within the main library. Dr. White has made a concrete proposal about the establishment of a science library ; the nucleus of such a library is to be formed out of collections "now maintained by these Departments and related material in the Main Library." Whether this proposal comes to be implemented, remains to be seen yet.

Dr. White makes a categorical statement and, in the process, has handed the university librarians a valid slogan: no library service and no expansion of teaching and research in the university. It is indeed unfortunate that many new departments have mushroomed in the universities in recent years without much consideration for commensurate library collections and services. The expansion of resear-

ch programme of the existing departments has taken place in many cases without the least consideration for library facilities.

Dr. White must be further commended for pointing out that the support for the development of library collections and services by the University Grant Commission in such cases might not be in keeping with the requirements of the university or based on "the very reliable professional analysis of cost implications." It has been found from experience that the proposals worked out with the meticulous care for the library are the first casualty of any probing mission by the authorities of the University Grants Commission and the resultant proposals are mostly distinguished for their imbalance.

As Dr. White has put it so well: the university must "delegate to a professional in whom ... (it) has full confidence the responsibility for managing them (library services) in common interest." He has further suggested that the librarian ought to have direct access to the Vice-Chancellor in matters relating to the library. The library committee which has arrogated to itself, in most cases, many administrative functions should be cut down to its proper size. Dr. White has, however, been polite about the relations of the registrar and the librarian except by implication.

Thus, the librarian, who has direct access to the administrative head of the university, has been recognized at par with the heads of departments and has at his disposal a library committee only in an advisory capacity, would be the right person for the right job. The independence of the librarian is the *sine qua non* for establishing traditions of research and scholarship in the university. The liberation of the university librarian from his "shackles" is indeed the proper barometer for the assured progress of any academic institution.

While there will be general agreement with most of the recommendations made by Dr. White, his proposals with regard to the oral-history project and the establishment of manuscript and rare-book collection in the university are not understood. The oral-history project should find a proper place in institutions like those of the Nehru Museum and Library and the National Library, Calcutta. It may not be equally necessary for the university libraries to build up archival and rare-book collections at the present state of their development. It may be desirable, on the contrary, to concentrate on such collections at a few centres in the country.

Dr. White has done a signal service to the library profession in India. His name has now been recorded in the annals of this profession. It is hoped that this report would be the precurser of similar reports in the near future.

GIRJA KUMAR

Institute for Engineering Design

Institutes for advanced studies on engineering design are to be set up in Britain. The first of these, a national centre for the design and development of machine tools, will be at East Kilbride (Scotland) and will be known as the Institute of Advanced Machine Tool and Control Technology. It will work in close association with the National Engineering Laboratory and the University of Strathclyde.

PERSONAL

Dr. Triguna Sen, formerly Vice-Chancellor of Jadavpur University, has been appointed Vice-Chancellor of the University of Banaras.

Professor V. K. Gokak, Director of the Central Institute of English,. Hyderabad, has been appointed Vice-Chancellor of Bangalore University in succession to the late Dr. B.D. Laroia.

Dr. D. M. Sen, Vice-Chancellor of Burdwan University, is leading an Indian delegation to Yugoslavia at the invitation of the Yugoslavia Cultural Commission.

Mr. P.N. Thapar has been re-appointed Vice-Chancellor of Punjab Agricultural University for another term of four years from 16 October 1966.

Calcutta University has decided to appoint **Dr. Nihar Ranjan Ray** as Emeritus Professor in the Department of Ancient Indian History and Culture.

Professor R. Subramanyam of Osmania University has been nominated a Fellow of the Royal Asiatic Society of Britain and Ireland.

Dr. Paul R. Bass, Professor of Political Science, Washington University, is on a visit to India to study the Panchayati system and tax structure in Bihar and Punjab.

Mr. M. R. Chopra has assumed charge as Vice-Chancellor, University of Roorkee, Roorkee, from 21 September 1966.

Classified Advertisement

ALIGARH MUSLIM UNIVERSITY

Advertisement No. 9/66-67

Applications are invited on the prescribed form for the following posts:

Engineering College

Scale of Pay

1. **Professors**: 1,000—50—1,500.
2. **Readers**: 700—40—1,000 plus D.A.
3. **Lecturers**: 400—30—640—40—800 plus D.A.
4. **Workhip Superintendent** : 600—40—1,000—50—1,500 plus D.A.
5. **Demonstrators**: 300—25—500—30—560 plus D.A.

1. **Professors (Plan posts):(i) Civil Engineering; (ii) Electrical Engineering; (iii) Mechanical Engineering**

Qualifications: Basic degree in Engineering in concerned subject. At least 10 years' experience, of which at least 5 years should be in a position of responsibility in teaching, Research Design and/or Development. Postgraduate degree in Engineering.

Desirable: Published research work, provided that the stipulation regarding postgraduate qualifications may be waived in consideration of distinction in professions.

Preference: (**Electrical**) Specialized in the area of Measurements or Control. (**Mechanical**) Specialization in Applied Thermodynamics or Fluid Mechanics or Design Production.

2. **Professors (Plan posts): (i) Physics; (ii) Chemistry; and (iii) Mathematics**

Qualifications: (*i*) A first or high second class Master's degree of an Indian university or an equivalent foreign qualification in subject concerned; (*ii*) research degree of Doctorates tandard or published work of high standard; (*iii*) at least 10 years' experience of teaching postgraduate classes and/or guiding research.

Desirable: For **Mathematics**—background of Physics and Chemistry to the first degree level; experience of teaching in Engineering/technical institutions.

Preference: For **Physics**—specialization in Nuclear Rector Physics and Solid State Physics.

3. **Readers (Plan posts): (i) Electrical Engineering; (ii) Mechanical Engineering**

Qualifications: Basic degree in Engineering in concerned subject. 10 years' experience or basic degree in concerned branch of Engineering and postgraduate qualifications in Engineering wth sufficient experience.

Desirable: Published research work.

Preference: (for **Mechanical**) Candidates having specialization in one of the subjects—Hydraulics Machines/Machine Design/Heat Power/Materials and Process.

4. **Readers in Mathematics (Plan posts)**

Qualifications: (*i*) First or high second class Master's degree in Mathematics of an Indian university or equivalent foreign qulifications; (*ii*) research degree of Doctorate standard or published work of high standard; (*iii*) at least five years' experience of teaching postgraduate classes and/or guiding research, preferably in Engineering College or Institute of Technology.

Note: It is preferable that at first degree level Physics and Chemistry should have been studied alongwith Mathematics.

5. **Lecturers in Electrical Engineering (9)—2 permanent, 2 temporary, and 5 Plan posts**

Qualifications: First class Bachelor's degree or postgraduate qualifications in Electrical Engineering.

Desirable: Experience of teaching/research/production.

6. **Lecturer in Mettalurgy (Mechanical Engineering) (Plan post)**

Qualifications: B.Sc. in Mettalurgy in first class.

Desirable: 2 years' teaching research or industrial experience.

7. **Workshop Superintendent**

Qualifications: A degree in Mechancal Engineering or Mettalurgical Engineering with at least 5 years of workshop experience.

8. **Demonstrator: Civil Engineering (for about 1½ years) (Polytechnic)**

Qualifications: At least 2nd class National Certificate or its equivalent qualifications in Civil Engineering.

Other Departments

9. **Reader in Social Science (General Education)**

Qualifications: At least second class Master's degree in any field of Social Science, preferably Sociology, with a teaching experience of not less than five years.

Desirable: Doctorate or equivalent published work in the subject. Candidates should be widely read and possess an integrated knowledge of allied subjeots. Preference will be given to candidates who have experience of teaching General Education courses and are conversant with the technique of General Education.

10. **Reader in Geography**

Qualifications: (*a*) A first or high second class Master's degree in the subject concerned or an equivalent foreign qualification; (*b*) a research degree of a Doctorate standard or published work of high standard; (*c*) at least five years' teaching experience to postgraduate classes and some experience of guiding research.

11. **Lecturer in Botany (temporary—about 2 years)**

Qualifications: At least high 2nd class Master's degree in Botany of an Indian university or an equivalent foreign qualification.

Desirable: Experience of teaching at Lower Plan for 2-3 years.

12. **Lecturer in Hindi. Women's College**

Qualifications: A first or high second class Master's degree in Hindi.

Desirable: Experience of teaching degree classes.

13. **Lecturer in English**

Qualifications: (*i*) At least first or high second class Master's degree in English of an Indian university or an equivalent foreign qualification; (*ii*) some experience of teaching English at a university or degree Centre.

Prescribed application forms and instructions can be had from Registrar by sending self-addressed envelope 9″×4″.

Last date of receipt of applications is **20 October 1966**. Incomplete applications and those received late shall not be considered except by special permission.

Higher start may be given for special qualifications and experience.

Deputy Registrar

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the post of a **Reader in Ancient Indian History** in the scale of Rs. 700—50—1,250. House Rent, City Compensatory and Dearness Allowances, and Provident Fund benefit admissible according to the rates and rules in force in the University from time to time.

General conditions of service will be those embodied in the Agreement of Service which the teacher will have to sign before he enters upon his duties or as soon as possible.

Qualifications

Good academic record with first or high second class Master's Degree in the subject with a Doctor's Degree or equivalent published work.

Independent published work (in addition to the published work mentioned above) with at least five years' teaching experience in Honours/Postgraduate classes is essential.

Specialization in Ancient Indian History will be essential.

The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envelop and stamps worth Re. 0.70 to cover postage.

Applications on the prescribed form alongwith the attested copies of the degrees should reach the Registrar, University of Delhi, Delhi-7, not later than **10 October 1966**.

The selected candidate will be required to produce the documents in original relating to his qualifications and experience, etc., before the offer is made to him.

Note: Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

Registrar

SHIVAJI UNIVERSITY, KOLHAPUR
(Maharashtra State)

Applications are invited for the post of **Reader in Botany** in the scale of Rs. 700-40-1,100 *inclusive* of Dearness Allowance.

Details of qualifications, etc., along with prescribed form of application can be had from the University office.

Applications should reach the Registrar, Shivaji University, Vidyanagar, Kolhapur-1, by **10 October 1966.**

B. A. CHAUGULE
Registrar

UNIVERSITY OF KERALA

No. Pl. B. 4-949/65

Applications are invited from qualified candidates for appointment to the undermentioned posts in the University. Those selected for appointment will be on probation for one year in the first instance and will be governed by Section 34 of the Kerala University Act of 1957 and the Statutes thereunder.

The posts are temporary for the present, but are likely to be made permanent.

1. *Department of Law, Ernakulam*
   Reader: one
   Lecturer: one
   Research Assistant: one
2. *Department of Hindi, Ernakulam*
   Reader: one

The scales of pay and qualifications prescribed for the posts are as follows:

A. **Reader**

Scale of Pay: Rs. 700—40—1,100.

Qualifications

(*i*) (*a*) **Reader in Law**

A first or second class Master's degree of an Indian university or an equivalent qualification of a foreign university in Constitutional Law or Administrative Law or International Law.

(*b*) **Reader in Hindi**

A first or second class Master's degree in Hindi of an Indian university.

(*ii*) Either a research degree of a Doctorate standard or published work of a high standard.

(*iii*) About five years' experience of teaching at a university or a college and some experience of guiding research.

Age: Preferable between 30 and 40 years.

B. **Lecturer in Law**

Scale of Pay: Rs. 400—30—640—40—800.

Qualifications

(*i*) *Essential*: A first or second class Master's degree of an Indian university or an equivalent qualification of a foreign university in Constitutional Law or Administrative Law.

(*ii*) *Desirable*: Research experience.
Age: Preferably between 25 and 35.

C. **Research Assistant in Law**
Scale of Pay: Rs. 300—25—350.

Qualifications

(*i*) A Master's degree in Administrative Law or Constitutional Law or International Law.

(*ii*) Research experience.
Age: Not more than thirty-five on 1 November 1966.

All posts carry dearness allowance.

Copies of the application forms can be had from the University Office on payment of Rs. 3/- (rupees three only) in cash at the office counter or by crossed postal order or Money Order payable to the Registrar, University of Kerala.

Applications together with a prescribed fee of Rs. 10/- (rupees ten only) in the form of a chalan receipt or crossed postal order should reach the Registrar on or before 24 October 1966.

Applicants should, if required, appear for interview at Trivandrum at their own expense.

Canvassing of any kind will disqualify the candidates.

A. M. N. CHAKIAR
Registrar

OSMANIA UNIVERSITY, HYDERABAD

Advertisement No. 25/1966

Applications, in the prescribed form together with a registration fee of Rs. 5/-, are invited for the following posts in the University Service, so as to reach the undersigned on or before 24 October 1966.

1. **Reader in Commerce.**
2. **Lecturer in Commerce.**
3. **Junior Lecturer in Commerce.**
4. **Lecturer in Business Management.**

Qualifications

For Post 1.

(*i*) A first or second class Master's degree in Commerce or Economics of an Indian university or an equivalent qualifications from a foreign university.

(*ii*) A Doctorate degree in any branch of Commerce or Applied Economics.

(*iii*) Five years' experience of teaching at a university or any recognized college and some experience of guiding research and/or post-graduate teaching.

(*iv*) Experience in guiding research in Commerce or Applied Economics.

For Post 2.

(*i*) A first or second class Master's degree from a recognised university or an equivalent qualification in Commerce with a first or second class at the Bachelor's level.

(*ii*) Teaching experience of at least two years in any recognized college.

Note.—The condition of teaching experience shall be waived in case of candidates possessing Ph.D.

For Post 3.

A first or second class Master's Degree from a recognised university or an equivaltnt qualification in Commerce, with a first or second class at the Bachelor's level.

For Post 4.

A first or second class Master's Degree from a recognized university in Business Administration or Commerce with a first or second class at the Bachelor's Degree level.

Note: Ph.D. or research work and business experience will be treated as an additional qualification.

Scale of Pay

For Post 1: Rs. 700—40—1,100.

For Posts 2 *and* 4: Rs. 400—30—640—EB—40—800.

For Post 3: Rs. 350—25—400.

Age

For Post 1: Not above (40) years.
For Posts 2 *to* 4: Not above (35) years.

Note: 1. The University reserves the right to reject any application without assigning any reason.
2. Filling up of the vacancies depends on the exigencies of teaching work.
3. In cases where Master's Degree has been prescribed candidates should have obtained 50 per cent marks in the aggregate at the Master's and Bachelor's Degree level. Memoranda of marks must be enclosed to the application.
4. Three copies of each publication must be enclosed along with the application which will be returned to the candidate at the interview.
5. In the case of candidates for Post No. 2, possessing a Ph.D. qualification, the condition of a first or second class at Bachelor's Degree level may be waived.

6. In the case of candidates for Post No. 3, experience in the post will be considered as teaching experience required for selection as Lecturers in the University. The appointment will be purely temporary and liable for termination at the end of two years.

7. Incomplete applications are liable to be rejected.

8. Persons already in service must submit their applications through their employers. They may, however, send an advance copy and if called for interview must produce a "No Objection Certificate" from their employers.

9. If required candidates must appear for personal interview at Hyderabad at their own expense.

10. Application forms, with necessary instructions and full particulars, can be had from the Director, Department of Publication and University Press, Osmania University, Hyderabad-7, A.P. on payment of Rs. 2/- in person, or by M.O. or by Postal Order UNCROSSED together wtith the postal charges of Re. 0.20, addressed to the Director.

11. If the form is required by registered post, an amount of Re. 1/- must be sent.

L. B. DESHPANDE
Registrar

UNIVERSITY OF BOMBAY

Department of Foreign Languages

Applications are invited for the post of *Lecturer* in *Arabic* in the University Department of Foreign Languages in the grade of Rs. 400-30-640-EB-40-800 (without allowances). A higher starting salary may be given to a specially qualified candidate. The post carries the benefits of Provident Fund.

Applicants should have a good academic degree (a first or second class in the subject at the M.A.) and at least three years' experience of teaching postgraduate classes. Guiding research work will be an additional qualification. Applicants should have a thorugh knowledge of the Language as currently spoken.

Eight copies of the application in prescribed form, which can be had from the Registrar, should be submitted so as to reach the Registrar, University of Bombay, Bombay-1, by **20 October 1966**.

Candidates called for interview will have to present themselves at their own expense.

F.P. SUARES
Ag. University Registrar

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UNIVERSITY NEWS

Vol. IV No. 11 New Delhi November 1966

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STUDENT UNREST—THE OTHER SIDE

Here are two letters exchanged between the Editor and Shri Triloki Nath, Principal, D.A.V. College, Chandigarh. The letters are self-explanatory and are given in full here for the benefit of our readers.

18 October 1966

Dear Mr. TRILOKI NATH,

Should you wish to write something on your experience with the student mob whom you did not permit to enter your College the other day, we would be quite glad to publish whatever you send us in the *University News*. In particular, we would like to know: How many students were in that procession that came to your College? How precisely did you deal with them? What was the extent of co-operation you got from your teachers and students? In other words, I would like you to send a vivid and detailed description of this incident.

24 October 1966

Dear Dr. AMRIK SINGH,

I thank you for your letter dated 18 October 1966 regarding my experience on the day the students planned to hold a big rally here.

I had been already warned by the University authorities that a procession of students would go round the city visiting the different colleges on the way and inciting students to leave their classes and join them. I had alerted some of the senior teachers about it. We have a Students Central Association at the College consisting of student representatives duly elected by their class-fellows. I always hold these elections immediately after the new admissions to the College as it helps us to know the viewpoint of the students. When I talked to the members of the Central Association about the procession and the rally, naturally, they expressed their resentment at the lathi-charge and firing on the students in Uttar Pradesh, but they assured me that nothing untoward would happen inside the College.

Next day at about 11.15 a.m. we saw a procession of students, about 800 strong, coming towards our College. First they went to the Government Arts School situated across the road where the students joined them and then came menacingly towards our College. I with three senior teachers "received" them at the gate. We had decided to remain calm and quiet and let them do their worst. If our students decided to leave their classes, we would not oppose them. I had asked the police to keep away from the College. There was a police van coming at some distance from the procession but it was not visible.

The processionists spread out in the College campus. But our boys did not move out of their class-rooms and laboratories. Our teachers stuck to their posts

S. S. Bhandarkar on Student Disorder

★

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though no teaching could be done under the circumstances. I and three other teachers just kept moving about with the leaders of the processionists doing nothing and saying nothing.

I cannot forget two incidents that happened on that stormy day. Shri C. L. Dhamija, Lecturer in English, had such a hold over his students that, in spite of repeated appeals of the student leaders from outside, not even a single student of his class stirred. Shri Dhamija stood in front of the class, master of the situation, and got full co-operation from his class.

On the first floor, a Pre-Engineering class, our best section was being taught by Shri Ramesh Chandra, Head of the Department of English. He is a very noble man and an excellent teacher. He openly expressed disapproval of indecencies indulged in by the student mob and his words carried conviction with the students. When the mob which had come from the outside became unruly, Shri Ramesh Chandra asked the students who were sitting near the windows of the room to turn their backs towards them and all of them implicity obeyed him.

The processionists became furious and violent when they found no co-operation with them in our College. They began to smash window panes and sign boards. I saw one of them senselessly demolishing a brick structure.

And then they left showering stones and words of abuse at the D.A.V. College, Chandigarh. I accompanied the teachers upto the gate and bade them good-bye with folded hands, just the way I had received them. Not a single student of this college had responded to their appeal for strike.

We adopted a perfect democratic method in dealing with the students from outside. We let them approach our students and told them that just as they had a right to appeal to them to quit their classes, the students had also the right to accept or reject their appeal. Fortunately, our students used their discretion in such a way that the college work did not suffer and we adhered to our daily time-table the usual way. This was not the first time that the students of this College had given such an excellent account of themselves. Last year during the days of Hindu-Sikh tension, two processions of anti-Panjabi Suba students went away from our College disappointed in spite of the fact that ours was an institution run by the Arya Samaj which was opposed to the formation of Panjabi Suba.

How was it that our students behaved the way they did on that day? There are a number of factors responsible for it, but it is quite clear that as regards the College the students had not much dissatisfaction with it. I am very easily accessible to them and they can come and talk very freely to me. In so far as I can and circumstances allow me, I always concede their just demands. In fact, I try to anticipate their grievances and remove them.

Then I have got a very good band of teachers. Most of them know their subjects well and keep the students satsified. They have sufficient sense to understand that if indiscipline creeps into the institution, their own self-respect would be in danger. The teachers here give full co-operation to me in maintaining discipline and exercise a very healthy moral influence over the students.

EDUCATION TRUST IN MEMORY OF C.P.

Members of over a dozen all-India organizations recently met in Madras to pay tribute to the late Dr. C. P. Ramaswami Aiyar. They decided to perpetuate his memory by creating an educational foundation, for which three business houses donated Rs. 5 lakhs.

Dr. A. Lakshmanaswami Mudaliar, who presided, said Dr. C. P. had distinguished himself in all the positions he had held. He was a great fighter for all good causes and was a great lover of Sanskrit and Sanskrit institutions. Music academies also flourished through his munificence.

I am personally a beliver in God and spiritual values of life. Our college starts daily with the morning prayer. For about fifteen minutes, one of the teachers explains to the students some good ideas from the religious classics. Attendance at prayer is not compulsory, but I stand at the gate to welcome the students as they enter the college in the morning and they quietly understand what I intend them to do. Then every class meets once a week for ethical teaching. Again it is through persuasion that we make the students attend the ethical class.

I have here described the happenings as they took place on 11 October 1966, and when I ponder over the way the students and the staff stood by me during that half an hour my head bows in gratitude to the Lord. It all happened because of His grace.

STUDENT UNREST: AN ANALYSIS

S.S. BHANDARKAR, Vice-Chancellor, Jiwaji University, Gwalior

The two distinctive and rather unusual features which marked the recent student disturbances were : (*a*) the extensive field of their operation, and (*b*) the almost complete absence of grievances of an academic nature or such as were related to university or campus problems.

The reports of student violence in towns in U.P., M.P., and Bihar as well as an on-the-spot study of the "explosion" in Gwalior make it clear that except for a very few cases, the quarrel has been not between students and the university but rather between students and the police or the administration. This would indicate that the present phenomenon is not so much an expression of academic unrest as a situation where students are being exploited by political or other interested groups to serve their own ends.

It is true that the student is today subject to severe tensions arising from uncertainty regarding his future prospects and is demoralized by an absence of edifying examples in the public life around him. He is also at an impressionable age and is easily excited if provoked. But it has to be recognized that he is, by and large, reasonable and would not normally become an easy prey to exploitation by political parties and be so readily provoked to violence. If this has now happened substantial reasons have to be found in the climate of grievance and frustration from which the student community seems to suffer as a result of various shortcomings and disparities of the present educational system.

Every recent educational report has commented on the sudden and tremendous expansion of higher education during the last fifteen years (with an increase from about 2 to over 10 lakhs in the student population) and on the problems it has bred as a result of the scarcity of our resources and the inefficiency of our administrative system. The situation far from being arrested has now reached alarming proportions. The worst consequences of the expansion are :

(1) The increase in the number of colleges has necessitated recruitment of teachers who are not equal to the task of influencing their charges, and who do not in many cases have the educational background or qualifications to impress these young people. In an average college today, it is difficult to come across even a couple of professors who can influence their students either by their scholarship or by their personality or by their devotion to student welfare. In an atmosphere where teachers are obsessed with collecting more examinerships or other lucrative assignments, the students are more or less left to themselves.

(2) In any case, their large numbers make any personal attention from the limited staff physically impossible. This lack of attention seriously affects students, especially those coming from rural areas and semi-literate backgrounds, leaving them bewildered and resentful. This condition is further aggravated by the realization, within a year or two after joining the college, that a degree by itself will not lead to gainful employment.

It is against this background that political parties, who are behind the various youth bodies and work systematically through "professional students", find it easy to exploit even minor and superficial student grievances.

Interference in University Policies

There is a growing tendency in several States for the M.L.A.s and other political workers to manipulate the elections to the Court and the Executive Council of the universities with a view to influence universities' decisions on various academic matters. In the States where a majority of colleges are government colleges, this practice succeeds because a large number of teachers happen to be government officers. The present mushroom growth of substandard institutions is one of the results. This insidious influence exercised to dominate the work and policies of the university has to be removed if the university is to function as a genuine academic body. Unless the ruling party abjures this practice, the other political parties will not give up their intrigues among the teachers or students whatever the code of conduct adopted.

Establishment of New Colleges

It is not an uncommon experience in many States to find that government starts colleges or otherwise encourages them in places of small population which have no pretensions to any cultural or financial resources. Obviously, the college cannot find teachers worth the name ; there are no library or laboratory facilities even of a degree standard; no worthwhile extra-curricular activities and no contact with distinguished men in public or academic life. In such a stultifying atmosphere there can hardly be any real learning or broadening of the students' horizon. The stock argument used for the starting of such colleges is that the students of the locality are so poor that they cannot go to a nearby town to attend a better-equipped college. The suggestion that these students could, with greater profit, go to a better college on scholarships is brushed aside for obvious political reasons.

"Open-door" Policy

In some States the policy of "open-door admissions" operates in the Arts, Commerce, Law, and Science Faculties. This policy has in the present situation several disadvantages: (*i*) the consequent over-crowding makes any academic supervision of students impossible ; (*ii*) the shortage of staff and equipment makes teaching ineffective ; (*iii*) the fact that the teachers have inevitably to address the "lowest common denominator" means that the brighter students (15 to 20 per cent) suffer ; college teaching instead of acting as a challenge to

their abilities inhibits progress; ultimately, this is bound to affect the standard and level of public leadership and administrative efficiency in the next generation.

One direct and, from the point of view of discipline, the most serious consequence of the open-door policy is that an appreciable proportion of the student body being incapable of profiting by higher education (even from legitimate extracurricular facilities) finds an outlet for its energies in aimless and destructive activities. As has been pointed out in the U.G.C. Report on Student Indiscipline, the students of technical and professional colleges where admissions are selective are far less prone to indulge in agitational methods. In the present circumstances, however, the latter class of students is unable to make its voice heard and is dominated and intimidated by the indisciplined groups from Arts and Science colleges. This is an exact picture of what is happening at the present moment. Over 90 per cent of the students are anxious to return to their studies but are forced to keep away by the pressure of these groups who, being unoccupied with legitimate academic pursuits, are free to concentrate on subversive tactics in which they are egged on by political interests. We thus have the alarming phenomenon of the bulk of the student community being held to ransom by small but highly undesirable elements. This is a phenomenon which could have been largely prevented by selective admissions.

Selective Admissions

The fact that there are nearly 80 per cent failures in the B.A./B.Sc. Part I classes indicates not only a waste of resources but the dire frustration that is engendered in the process. In trying to educate these "misfits," we are not only wasting scarce resources but helping to create a population of frustrated students who are easily misled and become prone to violence. This is a generation which is going to start life in bitter frustration and resentment, a release from which it obtains only by pelting with stones the colleges and other public buildings. The recent large-scale damage done to public property by students on the rampage is clearly a psychopathic reaction to acute and impotent resentment and has to be treated as such. One of the first remedial steps to be taken is the adoption of a suitably devised policy of selective admissions which would eliminate, or at least reduce to manageable proportions, this unfortunate class of students that today vitiates the entire student community and neutralizes the efforts being made by the universities to introduce necessary reforms.

In making selective admissions we should not of course depend entirely on the results of the Higher Secondary Examination. If the admissions are made not only on the basis of that result, but by means of an additional college test judiciously devised for the purpose together with an interview, that could go a long way towards eliminating injustice particularly to the weaker or backward sections of the community.

Those students who would then be turned away from the colleges must be diverted to other suitable training and employment. This will mean an additional expenditure of a few crores, but it will be money wisely spent not only in the interest of the universities but of the community as a whole. Whatever the cost, this is a reform which we can postpone only at our peril.

Difficulty of Medium

That a factor which contributes to the maladjustment of students and especially freshmen is a sheer inability to read enough was pointed out by the U.G.C. Committee. The hasty change-over to Hindi and regional languages has landed the college student in a situation where in the language he knows there are not enough books in any subject, while at the same time the ample material readily available is barred to him because he does not know enough English. It will take a few years still for Hindi books in adequate numbers to be available in the various subjects. In the meantime it is very necessary that all students be equipped with sufficient knowledge of the English language to be able to read and understand text and reference books, journals, etc., with reasonable ease.

Recruitment of Teachers

The recruitment policy in some of the States leaves much to be desired. Till a few years ago, all teaching staff was recruited only at the school stage with the minimum qualification of B.A., B.T., and it was the school teachers who in course of time became lecturers and professors in colleges. This has been modified now to some extent by recruiting college staff at the lecturers' level, lecturers being promoted on the basis of seniority to the higher teaching posts. There is no direct recruitment for the posts of Professors and Readers. This bars highly qualified or brilliant young men from joining the educational service as they can always get a better job than a lecturer in some other line. This system obviously places an undue premium on mediocrity. In present conditions there is an urgent need of having at least some outstanding men in the senior posts who by their scholarship or personality will have a healthy and powerful influence on the undergraduates and on the junior teaching staff.

Radical Reappraisal

It has, however, to be borne in mind that these remedies though effective will not meet the whole problem. The students' present *malaise* goes far deeper and demands a radical reappraisal of the education which the universities have to offer them. Obviously, their education does not today invoke in them either idealism or a sense of purpose. In the absence of idealism, it is imperative that a lively sense of national purpose should underline their studies, and that their youthful dynamism be chanelled into fruitful attitudes. Educationists have not been unaware of this need. But the recent explosion has brought it into sharper focus than ever before. It is to this task that teachers and educational administrators will now have to direct their single-minded attention.

PALAMPUR—NEW ROLE FOR CAMPUS

The Punjab Agricultural University proposes to develop the Palampur campus into a nucleus of agricultural research, teaching, and extension for the hilly areas of the present Punjab which has now joined the new Himachal Pradesh.

The Palampur campus was established by Punjab Agricultural University as its third campus—the other two being at Ludhiana and Hissar.

The hill research stations of the University will help the Palampur campus to build up the proposed nucleus of research, teaching, and extension with their plans of research formulated for the Fourth Five-Year Plan. These research stations will geographically become a part of Himachal Pradesh but will remain under the control of the University.

Honey

One of the research stations of the University at Nagrota is now launching plans for introducing Italian honey bees in sub-mountainous areas. Besides developing good local varieties of naked barley, buck wheat, and kuth for Lahaul and Spiti region, this research station is now engaged in replacing kuth with improved potato varieties.

The fruit research station at Kandaghat is now engaged in introducing new improved varieties of stone fruits.

The maize research centre Rajaura has succeeded in evolving some promising local maize hybrid varieties specifically suitable for hilly areas.

STRESS ON MANAGEMENT EDUCATION

The need for the development of managerial potential through suitable management education and training in order to meet the relative quantitative and qualitative shortage of managerial competence was emphasized at a recent conference on "Management Education" at Panjab University. The conference is the first of its kind to be held in this region which will shortly comprise the States of Punjab, Haryana, Himachal Pradesh, and the Union Territory of Chandigarh.

"Management Education in the Universities" ; "Contribution of Basic Disciplines of Management"; "The Role of Industry in Management Education" ; and "Management Problems of Small Manufacturing Enterprises —Discussion on the Miller-Apte Case (B)" were the subjects discussed at the conference.

The conference decided *inter alia* (1) that management education will have to be developed within the general framework of university education ; (2) that the Panjab University has the requisite expertise to meet the managerial manpower needs of this region for setting up a full-fledged School of Business Management ; (3) that it was essential that the proposed school should have the support of the industries in the region ; (4) the conference accepted the proposal of Mr P. L. Tandon that a Rs. 5 lakh foundation be instituted for the proposed school.

GRANT FOR FARM UNIVERSITIES

The Indian Council of Agricultural Research has decided to give an additional grant of Rs. 27.76 crores to the Agricultural universities during the Fourth Plan, it is learnt.

This grant will be in addition to the grants universities have been sanctioned during the Fourth Plan.

BOOK DEVELOPMENT IN ASIA

The developing countries of Asia have only about one-half of the annual book supply that they need. Educational books are a particularly acute problem, since only less than one-third of the textbooks required are available.

Yet Asia's book needs will grow enormously as population increases, and programmes to extend universal primary eduation and to reduce illiteracy multiply readership.

These problems were discussed at a meeting of experts convened by UNESCO at Tokyo recently. The items on the agenda of the conference were : (*a*) the role of books in economic and social development ; (b) assessment of Asia's book needs present and projected (to 1980) ; (*c*) measures to develop national book production ; (*d*) measures to develop book distribution within Asian countries ; and (*e*) promotion of the flow of books to and from Asian countries.

The Tokyo meeting brought together 70 experts from 20 Asian member states of UNESCO. Among them were specialists in publishing, printing, education, and libraries.

CULTURAL EXCHANGE

INDO-HUNGARIAN CULTURAL EXCHANGE

The recently concluded Indo-Hungarian Cultural Exchange Programme pays much attention to the co-operation of scientists, scholars, students, and artists of the two countries. Professors spend a few weeks in India and Hungary respectively, give lectures in their subjects, and study the scientific results of their counterparts. In the course of their recent visits, professors from India taught Indian languages and literature in Hungary; some of them studied Hungarian achievements in telecommunications and geology and lectured in the same fields of sciences surveying their own results. Among Hungarian professors who have visited or are due to visit Indian scientific institutions there are economists, musicologists, experts in statistics, and theoretical physicists.

Dr. L. Gerei is due to arrive in India in November this year. He is the Director of the Hungarian National Institute for Agricultural Quality Testing.

Dr. Elek Woyanrovich who is visiting India shortly is Professor of Zoology at the Kossuth University of Debrecen. He will be visiting Uttar Pradesh Fisheries Research Laboratory at Lucknow, Fisheries Technological and Fresh Water Research Laboratory at Calcutta, Fish Culture Research Station, Kalyani, Central Inland Fisheries Research Institute at Barrackpore, and Central Inland Fisheries Research Sub-Station, Cuttack.

Professor Arpad Kezdi scheduled to arrive here in 1967 is the Head of the Department of Soil Mechanics, Earth Works, and Foundation Engineering at the University of Engineering at Budapest.

The purpose of his visit to India is to get acquainted with the achievements of Indian scholars and research workers in the field of soil mechanics and Foundation Engineering and to give lectures in the same field to scientists in India. He will be visiting the Central Building Research Institute, Delhi, and the Earthquake Research Centre in the Roorkee University. He is also to visit the Indian Institute of Technology of Bombay and many other institutions.

Dr. Varsanyi, Head of the Department of Physical Chemistry of the Central Research Institute of the Hungarian Academy of Sciences, will be visiting the Faculty of Engineering and Sciences of Bombay University and will have discussions with M.R. Pandhye, B.C. Vilaakar, and T.S. Varadarajan of the Department of Chemical Technology. He will be giving lectures at 16 other Indian universities also.

RESEARCH ON INDIAN CULTURE

The Institution of the peoples of Asia, Moscow, is engaged in research and study on Indian history, its culture and literature and economy, said Professor B. Afnrov, Director of the Institute and USSR delegate at the UNESCO sponsored conference of Jawaharlal Nehru. He added that more than 100 Soviet research scholars, specialists on India, were working at the institute.

The research scholars of the Institute of the Peoples of Asia maintained regular contacts with their counterparts and it helped the scholars of both countries to come closer to facilitate the work of the institute.

Soviet Scientists to Visit India

Two Soviet scientists are here under the Indo-Soviet Cultural and Scientific exchange programme as guests of the Indian Council of Scientific and Industrial Research. They are Dr. Nina Gorounova from the Institute of Oceanology, Moscow, and Dr. Sergei Meyen from the Geological Institute.

Dr. Gorounova will study Indian fishes at the Indian Ocean Biological Centre at Ernakulam and other research stations. She is already well acquainted with the researches and works of noted Indian ichthyologists.

The four-week stay of Dr. Meyen will take him to Lucknow, Allahabad, and Calcutta, where he will study and collect fossil plants. He will discuss with the Indian counterparts the paleobotanical, geological and botanical problems and also the problems of drifting continents.

The Soviet scientists are hopeful that their visit would help to further cement the ties between the research workers and scientists of both the countries and enable them to establish personal contacts.

Dr Meyen feels that India has a rich collection of fossil plants and it would help him a good deal in his research work. A study of Indian flora will provide him with an opportunity to establish some correlation between the flora of India and that of the Soviet Union, he said.

NATIONAL BOOK FAIR

UNESCO has sanctioned a grant of Rs. 23,750 to the National Book Trust of India, New Delhi, for holding a National Book Fair at Bombay during November 1966. Various publishers and booksellers, including the National Council of Educational Research and Training, will be participating in the fair.

AWARDS AND SCHOLARSHIPS

CENTRAL SCHOLARSHIPS

About 150,000 students get scholarships from the Union Government funds for school and post-matriculation studies, according to a survey carried out by *Yojana*. In addition to these, State governments are giving a larger number of scholarships, stipends, and concessions.

The Union Government directly administers the Science Talent Scheme, merit scholarships and merit scholarships for teachers' children. Three hundred and fifty students are given Science Talent scholarships every year from the school level up to the Ph. D. level. About 200 scholarships are awarded on merit basis to post-matric students. There are 30,000 loan scholarships for needy students following post-matric studies. The loans for studies are repayable one year after the student has started earning and three years after the scholarship is completed. Exemptions are given to those scholarship holders who enter the teaching profession at the end of their studies. Almost the entire benefit of this scheme goes to lower income groups.

DELHI STUDENTS EXCEL

For the last three years, school students in Delhi have been winning the highest number of Science Talent Search Scholarships. The percentage has risen from 29.3 in 1963-64 to 42 in 1965-66.

Of the 354 students who received scholarships during 1965-66, 150 were from Delhi.

NEW RECORD IN C'WEALTH SCHOLARSHIPS

More than half of India's holders of Commonwealth scholarships under the Commonwealth Scholarship and Fellowship Plan have been studying in Britain.

The sixth annual report of the Commonwealth Education Liaison Committee, published recently, shows that 108 Indians held awards in Britain in 1965-66 under the plan. The other 72 Indian holders of awards were studying in Canada (61), Australia (5), New Zealand (3), Nigeria (2), and Malaysia (1).

In the period covered by the report (the year ended 31 March 1966), 36 of 48 new Commonwealth scholars from India took up their awards in Britain. Most of the 1,103 scholars holding awards during the year were from developing countries—507 of them studying in Britain.

More than 3,000 Indians applied for the Commonwealth awards during the year. With more than 1,000 Commonwealth scholars studying under the plan during the year, the target figure was exceeded for the second time since the scheme was begun six years ago.

The report says that further expansion is going on, with Britain making a further 100 awards available for postgraduate medical training.

NUFFIELD FOUNDATION STUDY GRANTS

India was again a principal beneficiary under the Nuffield Foundation's worldwide programme of study grants during the year ended 31 March 1966. During the year, India was allocated £15,790 in the form of Commonwealth travelling scholarships awarded by the Foundation.

This is stated in the Foundation's 21st annual report. The report gives details of grants and allocations for various projects all over the world totalling nearly £2,500,000.

The grants including more than 100 new awards and renewed allocations totalling £1,500,000 bring the total of the allocations since the Foundation was established in 1943 for medical, scientific and social research and the advancement of education to more than £22,500,000.

Scholarships for Sanskrit Students

The Union Government has placed at the disposal of the Madras government Rs. 18,000 during the current academic year for promoting the study of Sanskrit by the award of 50 scholarships to deserving students.

The Central Government has disbursed more than Rs. 4 lakhs to all other States for the same purpose. The selection of students for the scholarships is the responsibility of the State governments.

SUBSCRIPTION RATES

	INDIA	*U.S.A.*	*U. K.*
One Year	Rs. 5/-	$ 3	12s.
Two Years	Rs. 10/-	$ 6	24s.
Three Years	Rs. 13/-	$ 8	32s.
Five Years	Rs. 20/-	$ 12	48s.

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Campus News

Centre for West Asian Studies

Aligarh University has decided to set up a Centre for West Asian studies.

A students advisory committee for each faculty, college and institute for the purpose of assisting and advising deans, principals, and provosts on matters concerning the welfare, needs, and grievances of students will be set up shortly.

The University has started an autumn school in Geography organized by the Department of Geography. The main purpose of the school is to provide opportunities to research scholars in Geography to discuss problems in the realm of Applied Geography with reference to India.

Bangalore University has introduced reforms regarding admissions to PUC courses. So far there were no minimum marks required for admission to the pre-university course. It has been decided now to admit only those with a minimum of 40 per cent marks in the aggregate. The age limit is 15 years.

The minimum requirements regarding marks will not apply in the case of students belonging to Scheduled Castes and Scheduled Tribes. As a transitory measure, during 1966-67, such students as qualified in the Mysore SSLC examination and were found under-age were admitted to pre-university classes on the recommendation of a committee appointed by the Vice-Chancellor.

In the Engineering and Medical courses the minimum percentage of marks prescribed is 45 per cent in the aggregate in the qualifying examinations. In the case of Scheduled Castes the minimum prescribed is 40 per cent.



Ethiopian Emperor Haile Selassie addresses students at the Lebanon University after he was invested with an honorary doctorate degree during the ceremony on 10 October 1966

The University has amended regulations regarding M.A. and M.Sc. courses. According to the new regulations, a student has to secure 45 per cent in the subject for being eligible for M.A. and M.Sc.

External degree courses have been introduced during the current academic year for B.A. and B. Com. courses. Candidates passing the pre-university courses (in Arts/ Commerce) or its equivalent as regular students are eligible to sit for the first examination of the B.A. and B.Com. courses, provided that at least *two* academic years have elapsed from the date of passing the PUC before the date of the external examinations.

Patna University. It has been decided to start at Patna the Bihar School of Dramatics on the lines of National School of Drama in New Delhi. The school will be inaugurated on the Sixth World Theatre Day on March 27 next and the session will start from April 1967.

Calcutta University Institute in commemoration of its platinum jubilee year proposes to start a free textbook library at its premises to serve the needy students coming from the low-income group families. To start with, there will be accommodation for about 500 students at the library.

Kurukshetra University has decided to establish an institute for training candidates for the competitive examinations of IAS, IPS, and IFS. The scheme envisages two terms of training. The first term will be from November to February and the second from July to September. The minimum qualification for admission would be at least second class Bachelors degree and a good academic record.

Mysore University is likely to establish an Institute for Studies in Islamic Cultute during the current golden jubilee year. The Vice-Chancellor has received as presentation to the personal library consisting of 5,000 books of Mr. M. Ismail Sheriff to the University. This would be an addition to the existing manuscripts in Urdu, Persian, and Arbic in the University Library.

The University has admitted the All-India Institute of Speech and Hearing for purposes of imparting instructions in the Master Degree Course in speech pathology and audiology sponsored by the Union Health Ministry.

The Institute will admit candidates who have passed B.A., B.Sc., and B.Ed. degrees with one of the following subjects as major: Psychology, Physical or Natural Sciences, Education, Linguistics, and Medicine.

The University will extend the duration of the law course for B.L. degree from two to three years from next year.

The University has decided to start M.A. degree course in Social Work. It has also decided to constitute a seven-member committee to go into the question of absorbing third class Master's Degree holders in the teaching staff of various colleges as there is dearth of first and second class holders.

The University proposes to explore possibilities of upgrading the research work done in the Balehonnur Coffee Re-Research Institute to the post-graduate level.

Bombay University will set up a new department for foreign students from the next academic year. The new department would look after the welfare of foreign students and would contralize the system of admission for the students.

Delhi will have three more colleges by the next academic session. Two of them will be for girls. Thd third will be set up at Narela.

NEW UNIVERSITIES

Seven new universities have been established in England since 1961, apart from the Colleges of Advance Technology which have been given university status. Other new universities have also been opened in Scotland.

One of the newest universities, Essex (opened in 1964), will have 350 more places compared with last year. Others are Kent, with 523 new places ; Warwick 562 ; and East Angila, Lancaster, and York, with increases varying from 61 to 46 per cent on last year's figures.

STUDENT SERVICE CORPS

A scheme to depute baches of university students to backward tribal areas for community welfare work is under the consideration of the Government, it is reliably learnt.

The Scheme is part of the drive to create a climate of constructive approach to combat the prevailing student unrest. The backward areas, considered as "eminently suited for the purpose" are tribal belts of Assam, Nagaland, and Madhya Pradesh. With this objective, a Student Service Corps is proposed to be set up.



Dulcie Stretton, National Secretary of Australian Association of Adult Education, who attended the Asia Regional Seminar on literacy held recently in New Delhi

FARM UNIVERSITY FOR MAHARASHTRA

The Government of Maharashtra has decided to set up an Agricultural University in the State during the Fourth Plan, it is reliably learnt.

The total expenditure on the university was estimated at Rs. 6 crores. A high-level committee has been appointed to select the site for the university and to decide on questions pertaining to its establishment. The committee has been authorized to finalize policies, plans, and programmes including legislation for the construction of the university building. The university will have 8,000 acres of land including 2,000 acres of irrigated land. The committee will study the sites recommended for the university's location.

Item	1950-51			1955-56		
	Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Number of Colleges	36	3	39	85	3	88
2. Enrolment in Colleges for Medicine	12,433	2,325	14,758	19,842	3,871	23,173
3. Enrolment in Classes for Medicine	12,620	2,341	14,961	21,085	3,987	25,072
4. Expenditure (Rs. in 000's) ..	1,30,89	18,18	1,49,07	2,43,71	28,08	2,71,79
5. Expenditure on Salaries of Teachers (Rs. in 000's) ..	71,80	4,12	75,92	1,22,10	8,04	1,30,14
6. Percentage of Expenditure on Salaries of Teachers to Total Expenditure			(50·9)			(47·9)
7. Average Annual Cost per Pupil (Rs.)			1,010·1			1,146·2
8. OUTPUT						
M.B.B.S.	1,151	262	1,413	2,066	457	2,523
M.S.	77	6	83	154	24	178

1956-57			1960-61			1961-62		
Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
97	2	99	129	4	133	139	4	143
21,529	4,390	25,919	30,225	7,799	38,024	33,306	8,819	42,125
22,712	4,577	27,289	32,164	8,238	40,402	35,513	9,439	44,952
2,58,73	25,21	2,83,94	5,52,72	37,39	5,90,11	6,43,00	44,69	6,87,69
1,28,63	5,57	1,34,20	2,77,43	11,08	2,88,51			3,32,31
		(47·3)			(48·3)			(48·3)
		1,095·5			1,551·9			1,632·5
2,188	523	2,711	2,684	785	3,469	2,859	854	3,713
235	33	268	386	41	427	456	81	537

ADVISORY BODY ON VARSITY BOOKS

The Education Ministry is likely to constitute an advisory body on the production of books for university students. This has been necessitated by the devaluation of the rupee which means the cost of books produced in foreign countries cost 50 per cent or more.

It may be recalled that earlier the Union Government collaborated with the USA, UK, and the Soviet Union for cheap edition of books of higher standard. But this has not yielded particularly fruitful results so far. For instance, the agreement with the USA is based on PL 480 fund grants and since the agreement has to be reached between private publishers it takes time. Of the hundreds of titles submitted by Indian publishers during the last few years only 150 have been agreed to. It is felt that if this time-consuming factor is done away with, more titles could be made available more easily.

The Union Government is of the view that Indian authors should be encouraged to write books and this course has been recommended by the Education Commission in its recommendations. The Commission has suggested setting up a book production corporation.

MEDICAL COLLEGE ADMISSION

A special committee of the Deans and members of Faculties of Medicine of the Bangalore, Mysore, and Karnatak universities has recommended changes in procedure with regard to selection of students for admission to medical colleges.

It is suggested that the selection should be from those candidates who pass the two-year pre-degree course in Science with physics, Chemistry, Biology, and English instead of students with P.U.C. and pre-professional course in medicine.

The following examination pattern has been recommended:

The first professional examination shall be held at the end of 1½ years (pre-clinical course) in Anatomy and Physiology including Biochemistry.

The second professional examination shall be held in pharmacology, Pathology, and Forensic Medicine at the end of two years of clinical course. The third professional examination (final M.B.S.B.) shall be held at the end of 3-year clinical course in Medicine, Surgery, Obstetrics and Gynaecology, and Preventive and Social Medicine.

DASAM GRANTH TO BE PUBLISHED IN ENGLISH

UNESCO will shortly bring out a publication in English consisting of selected hymns from the Dasam Granth written by Guru Govind Singh. The publication is likely to be issued on the 300th birth anniversary of the Guru.

English translation of the selected hymns received from Guru Govind Singh Foundation has been forwarded by the Union Government to UNESCO with the requst that it may be published in important foreign languages under UNESCO's programme of translation of representative works of the world cultures.

Correspondence Courses A Success

The success of educating students through radio broadcasts and correspondence courses is evident from examination results announced in Britain recently. The system, it is claimed, has definite advantages in developing countries with scattered populations.

The results show that a joint course in General Certificate of Education run by the British Broadcasting Corporation and the National Extension College, Cambridge, an organization designed to promote education through radio and television, effected a big increase in the normal pass rate.

Between 70 and 80 per cent of the National Extension College students who took GCE "0" level examinations in English this summer were successful, and over 10 per cent gained the highest grade. This compares with a normal pass rate of between 50 and 60 per cent for school candidates.

The course, which incorporated a radio series and a correspondence course, will now be repeated.

C'wealth Education Meet In Nigeria

The fourth Commonwealth Education Conference will meet in Lagos, Nigeria, from 15 to 29 November 1967.

Delegates will study progress made in educational co-operation since the last conference in Ottawa (Canada), in 1964, in such fields as the operation of the Commonwealth Scholarship and Fellowship Plan, supply and training of teachers, development of technical education, holding of experts' conferences, provision and use of textbooks, visual aids and mass media.

Book Reviews

A Survey of the Teaching of Physics at Universities, Unesco publication, 1966. Pp. 396. Price: Rs. 41.25.

The book reports a survey of the teaching of physics in six countries—Czechoslovakia, the Federal Republic of Germany, France, the Union of Soviet Socialist Republics, the United Kingdom, and the United States of America. This publication is to be welcomed because of the importance of physics in advancing the frontiers of scientific knowledge and in providing the ground-work for technological growth. The report has a two-fold aim: (*a*) to assist newly developing countries to launch programmes in university education; and (*b*) to enable scientifically developed countries to learn what the other countries are doing in the education of physics. In the preparation of the report, each national representative of the country selected was asked to make a survey of physics teaching in a number of universities of high reputation in his country.

Each of the ten chapters in the book is devoted to some aspects of teaching of physics. The introductory chapter gives the pattern of education in physics and mathematics at the pre-university level which is a prerequisite for admission to universities. In each of the six countries, mentioned in this report, the children study the elements of physics at the lower schools. The secondary school physics courses are meant to give an introduction to the basic ideas in physics and for this purpose new methods of teaching are constantly being developed. The education of professional physicists in universities to the first degree is usually done on what is called an "Honours level." Although there are differences in the phisolophy, objectives, and practices of university education in physics, yet the basic education required to carry on research is the same from one country to another. The formal programmes last from three to six years of university studies. It may be mentioned that there is a tendency among the physicists to develop a style of Mathematics, which is the chief tool of physics, and a content of mathematics courses for physicists that are in harmony with both modern mathematics and modern physicists, they do not want to entrust the teaching of mathematics purely in the hands of the mathematics faculty.

Physics required by teachers for teaching in secondary schools is closely related to that for the first degree programme for professional physicists. But the physics course for professional courses like that for chemists, geologists, etc., is usually limited to an introductory physics course of one or two years with accompanying practical work. Generally, however, the courses are differentiated according to the needs and abilities of the students concerned.

By means of postgraduate education in physics, highly qualified students receive the opportunity to carry on research at the frontiers of knowledge. Those who succeed in this qualify for one of several advanced degrees, the master's degree, the *license*, or the degree of candidate at an intermediate level, or the doctor's degree at the highest level. The time required is about two years of advanced study and research for the intermediate degree, and from three to seven years for the doctoral degree. Examinations for advance degrees are generally oral examinations in defence of the thesis or dissertation before a board of experts in the field of specialization.

Research is inseparably associated with the teaching of physics in universities. The benefits of even the most modest academic research are noticeable in improved teaching and the establishment of a spirit of enquiry. In fact in the absence of research or other scholarly activity the physics teacher is in position of "ladling knowledge from a stagnant pool."

Special programmes are being developed as refresher courses for teachers and professional physicists. Evening programmes and extra-mural programmes give opportunities for the continuing education of the engineers and others whose knowledge of physics must be kept current. In this connection mention may be made of the Summer Institute Programme conducted in U.S.A.

The conditions of appointment of teachers of physics and their ranks are given for the six countries. The average teaching load of a full-time member of the physics staff of a major university ranges from three to six classroom hours per week for a full professor and from twelve to fifteen hours per week for a junior member of the staff. Lecture classes of the first year or two of university physics are generally large (two hundred or more) and the laboratory classes are small (twenty to forty students). However, classes in specialized courses range in size from about one hundred in the less advanced courses to five to ten in the most advanced courses.

Scientific apparatus, shop tools, stock materials, books, journals, and films are the materials used in the teaching of physics. Good teachers without the materials for teaching are helpless in experimental sciences like physics. Adequate attention must be given to repair work and storing. There is a drive towards improved physics teaching in all the countries and there is a strong desire to couple the teaching of physics more closely to the research pro-

cess by introducing new materials into university courses and by making it possible for students to take part in research at an earlier age.

There are fifty appendices in the book containing syllabi, lists of experiments, and lists of books. There is no universal solution of the teaching of physics, yet this report will serve a very useful purpose for furthering the cause of the teaching of physics at the university level.

F. C. AULUCK

New Colleges in Haryana Prant

As a result of the establishment of Haryana, more and more attention is being paid to education. Many of the towns and villages of Haryana Prant are making all-out efforts to establish educational institutes to cope with their requirements.

More than 16 societies have already been formed to sponsor new colleges and schools. Degree colleges for Rohtak, Karnal, Gurgaon, and Hissar districts are envisaged and about Rs. 30 lakhs have been collected in Bahadurgarh, Khar Khanda, Sampla, Mehun, Beri and Gohana.

The Haryana Education Society has already set up a college at Gohana for which the Punjab Government has contributed Rs. 1 lakh.

At Sampla the village panchayat has constructed special buildings for a college. Villagers at Beri have donated 100 bighas of land for a college there.

News From Abroad

'Educational Aid Inadequate'

Developing nations appreciate the educational and technical aid they are receiving, but in most cases this is inadequate to meet real needs, nor is it sufficiently co-ordinated.

This was the consensus of the committee on education and technical assistance of the twelth Commonwealth Parliamentary Conference held in Ottawa from 28 September to 4 October. The committee met on 30 September.

According to the committee's official report available in New Delhi, while there was a division of views as to whether the multilateral or bilateral method of providing aid was to be preferred, there was general agreement that under either system aid should be geared to the needs of developing countries.

India's Plea

An Indian delegate favoured multilateral programmes because these enabled developing countries themselves to make a contribution. He said that India had both received experts and sent them to other countries and provided places for teacher training, and had contributed to African education under both multilateral and bilateral arrangements.

During the discussions on aid, another Indian delegate regretted that extraneous political factors were being introduced more and more into the question of granting aid to developing nations.

"I want our friends from the developing countries to realize that we are asking for non-political aid, and without any strings attached to it," he said.

Too Many Experts in India

India is having too many foreign experts working in scientific research projects conducted in the country with foreign assistance, in comparison with the volume of material aid received.

This is the view of the Research Survey and Planning Organization of the Council of Scientific and Industrial Research, which recently made a study of foreign assistance for scientific research in the country.

INTERNATIONAL COMMUNITY CENTRE

An international centre of students has been opened at Manchester University recently. The centre is expected to provide an international group to help the university and the city.

AWARDS UNDER BURSARY SCHEME

Twenty-eight Indian college teachers will this month begin courses of a study in Britain under the Commonwealth Teacher-training Bursary Scheme.

Britain has offered 500 bursaries to Commonwealth teachers for studies during the academic year 1966-67.

The subjects to be studied by the Indian candidates include textbook production, organization and administration, and youth leadership. Eight teachers will study the teaching of English as a foreign language, and five will take courses in "education."

The Bursary Scheme was launched at the Commonwealth Education Conference held at Oxford in 1959.

READERS' FORUM

When and how will the recommendations of the Education Commission be implemented?

S. K. CHOPDE, Poona

The Union Ministry of Education has set up an Implementation Cell under the charge of Mr. J. P. Naik who was the member-Secretary of the Education Commission. This Cell is looking after the programme of implementation of the recommendations of the Education Commission.

In this behalf a number of steps are being taken. Conferences of Directors of Public Instruction, Education Secretaries, Vice-Chancellors, and the Central Advisory Board of Education are being convened. These conferences begin in the month of December 1966 and would go on almost for the whole of that month. At these conferences, proposals relating to their respective fields of work will come up for discussion culminating in the meeting of the CABE which in a sense is the highest policy-making body in Indian Education. This body has all State Education Ministers represented on it together with a few other professionally involved members. Education being both State and a Central subject, it is not possible to take some of these far-reaching decisons unless both the Centre and the States agree upon them.

Is it a fact that the majority of those benefitted by the National Scholarships Scheme are from urban areas?

S. RAMASWAMY, Madras

We would like to reply to you in the words of the Education Commission:

"At present there is much larger provision of scholarships in vocational schools and professional colleges than in schools and colleges of general education. But further improvements are needed on two lines: (*a*) a more egalitarian policy in admissions; and (*b*) a still further increase in the number of scholarships as well as in their amount.

"The Commission carried out a study of the socio-economic backgrounds of the students who generally go to vocational schools and their implications for policies relating to admissions and scholarships. At present, most of these institutions make their own admissions and award scholarships according to rules framed for the purpose. The pressure for admissions to institutions like the engineering and medical colleges has, however, led to the creation of centralized agencies for selection and placement of students. The Indian Institute of Technology, which draw their students practically from all parts of the country, hold a common competitive examination for admission on a national basis. But as examination marks figure largely as a basis of selection, in most cases, the students admitted to the more important of these institutions generally tend to come from urban areas, from good schools or from well-to-do families."

I shall be much obliged if you kindly throw some light on the National Talent Search Scheme.

S. M. BHATTAD, Karnal

The National Science Talent Search Scheme is administered by the Department of Science Education, National Council of Educational Research and Training, NIE Buildings, Mehrauli Road, New Delhi-16. Any student proposing to appear in the Higher Secondary, Higher Secondary (Multipurpose) or the Indian School Certificate Examination from a recognized school in science subjects or Mathematics is eligible to take part in this scheme, provided that the science teacher concerned certifies the student to be above average. For further details you may kindly contact the department concerned at the address given above.

Has the Union Government set up any special institutions to study the educational problems of the tribal people?

K. LAL, Banaras

A special unit at the National Fundamental Education Centre has been set up for the study of educational problems of the tribal people. The unit has undertaken study of Saores of Orissa and utilization of governmental financial assistance for tribal students. These studies are under progress.

How many institutions of higher education are there in the U.S.A.?

P. K. BOSE, Calcutta

There are 2,183 higher educational institutions including universities and colleges in the United States. In 1964-65, enrolment in these institutions was 5,390,304.

Communication

WHITE REPORT

Dear Sir,

A Survey of the University of Delhi Library by Dr. Carl M. White has been reviewed by two able leaders in the library profession—Shri B.S. Kesvan, Director of Insdoc, and Shri Girja Kumar, Librarian, Indian Council of World Affairs, in *Annals of Library Science and Documentation* and *University News* respectively. The White Report is really a challenge to the University Librarians in the country and it is now high time for them to take stock of the existing situation in the country.

In the light of observations made in his Report and also what the Education Commission has said with regard to University Libraries, I wish to offer here for the information of your readers how the University Library in Baroda has been functioning over the last few years.

Smt. Hansa Mehta Library (the main University Library) is the central university library having a centralized library system. This library and the seven branch libraries of (1) Faculty of Technology and Engineering, (2) Polytechnic, (3) Faculty of Social Work, (4) Faculty of Fine Arts, (5) College of Indian Music, Dance, and Dramatics, (6) Department of General Education, and (7) Centre for Advanced Study in Education, form a library complex in the university. The faculties which are on the main campus, viz. Arts, Commerce, Science, Education and Psychology and Law do not have separate libraries in their faculties, but the necessary departmental collections are issued to the various departments of these faculties for the whole academic year. These departmental collections are meant for day-to-day teaching work and reference of the teachers of the department and nothing is to be issued to the students from the departmental collection. The books needed by the students for their curricular and general needs are provided in the main library. These books are to be made available to students for as long hours as possible. Keeping this requirement in view the university authorities have made a special provision to keep the library open for 14 hours a day (i.e. from 8-00 A.M. to 10-00 P.M.) on all week days including Sundays and holidays for the whole academic year.

The faculties which are having separate libraries are also under the direct control and supervision of University Librarian. The whole process of acquisition, classification, and cataloguing of library material for the main library and the faculty libraries is done at the Central University Library. There is also a union catalogue at the Central University Library which maintains complete bibliographical control of the library resources of the whole university.

The following recommendations of Dr. White regarding "the Government of the Library"

"1. Assert University ownership of all books, periodicals, maps, pamphlets, slides, films, filmstrips, etc., which are purchased or which are obtained by gift and exchange, for such permanent use and treat all these as legally a part of the library resources which are to be preserved for the common good ;

2. Define the University Library (or libraries if the term is preferred) as the Authority which has legal title to all materials in this category ;

3. Establish bibliographical control ovef these materials wherever they may temporarily or permanently located. This means taking steps (1) to organize all these materials so they can be easily and efficiently used, (2) to house and preserve them under suitable conditions and (3) to maintain at all times suitable records of their whereabouts;

4. Use these materials and necessary staff to create library services of high standard. In creating geographically separate libraries, reconcile as justly as possible the conflicting claims of convenience on one hand and avoidable duplication of facilities and staff on the other. Doing so stretches money to buy a wider range of books ;

5. Treat all these facilities, services, and staff as comprising, regardless of physical location, a single library system and delegate responsibility for administering the system to a properly qualified librarian ;

6. Encourage the University community and the head librarian to work together closely in maintaining and improving these services";

were implemented by the University authorities in Baroda long back in 1954-55. This works wonderfully well and with slender resources which are available to the universities in India this is the only way out.

Further it may be added that the important recommendations of the report regarding (1) Library Committee with advisory powers, (2) legal powers and responsibilities of the University Librarian, (3) status, power, and authority of the University Library, (4) Librarian answerable to the Vice-Chancellor for the performance of his duties, etc., were accepted by the authorities of the M.S. University on the recommendations of Dr. C.P. Shukla, the University Librarian, ten years before the White report was produced. These were the steps taken with great vision and foresight by the authorities while reorganizing the whole library complex of the university in 1954-55.

I have to say only one thing about the White Report which has not been noted by the able reviewer. Though the length of the Report runs to 180 pages it does not have an index which in my opinion is a serious handicap for those who wish to consult it without reading the whole of it.

Yours faithfully,

H.C. MEHTA
Off. University Librarian,
Smt. Hansa Mehta Library,
Baroda University, Baroda.

MAGNA CARTA FOR TEACHERS

The United Nations Educational, Scientific, and Cultural Organization has adopted a "Magna Carta" for teachers setting forth their rights and responsibilities.

The charter was adopted at a special inter-governmental conference convened by UNESCO in Paris which ended on 5 October. It was attended by about 230 education experts from 80 UNESCO members states, including India. Long studies by UNESCO and the International Organizanization preceded the drawing up of the charter, designed to improve the status of 16,000,000 teachers of the world. The charter covers the entire spectrum of teaching : recruitment, selection and training, professional standards, level job security, rights and responsibilities, disciplinary action, and professional freedom.

The charter deals with salaries, holidays, special and study leaves, hours and conditions of work, teaching aids, class sizes and teacher exchanges, special provisions for teachers in remote and rural areas, women teachers with family responsibilities, medical benefits, social security, and pension.

The charter notes acute teacher shortage in developing countries and says that ways adopted in these countries to solve their problem should not "detract from or endanger in any way professional standards" and should minimize educational loss to pupils. The best way to solve it was to improve the social and economic status of teachers so that competent people could be attracted and retained in the profession.

PERSONAL

Dr. (Smt.) Premlila V. Thackersey has been elected Vice-Chancellor of S.N.D.T. Women's University for a further period of three years upto September 1969.

Mr. olarbhai R. Mankad has been appointed the first Vice-Chancellor of the Saurashtra University.

Mr. Chandravadan C. Shah has been appointed the first Vice-Chancellor of the South Gujarat University.

Mr. V. Narayana Pillai, Member of Kerala University Syndicate, has been appointed Vice-Chancellor in the absence of Professor Samuel Mathai, who has proceeded on leave from 30 September 1966.

Mr. Umashankar Joshi has been appointed Vice-Chancellor of Gujarat University from 30 November 1966.

Ven. Y. Pragnarama has been appointed Vice-Chancellor of Vidyalankara University, Kelaniya, Ceylon, from 30 September 1966.

Mr. S.R. Chowdhry, an Indian student studying at Cairo University, has been awarded the Doctorate of Philosophy with honours in Arabic Language and Literature by Cairo University. He is the first Indian to get the doctorate from the university.

Dr. Radhabinod Pal, an eminent jurist, has been awarded the degree of Doctor of International Law by the Nihon University in Tokyo.

Dr. Sergey Vielorovich Meyew, an eminent Soviet geologist, is in U.P. on a study tour.

Dr. Abdullah Nur, Pro-Vice-Chancellor of the University of Khartoum, Sudan, on a tour of South-East Asian countries spent 10 days in India and visited agricultural universities and research institutes in Punjab.

Classified Advertisement

MEERUT UNIVERSITY, MEERUT

R—2/67

Applications, stating full name, date of birth, detailed qualifications, and experience with copies of certificate, are invited for the post of **Registrar** in the grade of Rs. 800—50—1,250. Applicants must have good academic career and adequate experience in educational administration or scientific training in educational measurements. Age as on 1 January 1967 must not be below 35 or above 50 years. The appointment will be made on two years' probation.

Applications should reach the Officer on Special Duty, Meerut University, Meerut, by **15 November 1966**. Candidates already in service should send their applications through proper channel.

R. K. BOUNTRA
Officer on Special Duty,
Meerut University

JOB INDEX

Job	*Post*	*University*
Zoology, Psychology	Professors	Jodhpur, Saugar
Hindi, Philosophy	Readers	Rajasthan
Psychology, Economics, Law, Geology	Lecturers	Rajasthan
Administrative Jobs		
Asstt Accounts Officer		Jodhpur
Secretary to Vice-Chancellor		Jodhpur

UNIVERSITY OF JODHPUR, JODHPUR

Advertisment No. 12/66

Applications are invited for the undermentioned posts on the prescribed form obtainable from the Registrar, for which a crossed postal order for Rs. 1.50 be sent along with a self-addressed envelope (9″×4″), bearing postage stamp of 25 Paise.

The applications complete in all respects and accompanied by a crossed Indian Postal Order worth Rs. 5/- (for posts carrying a minimum salary over Rs. 300/- p.m.), and Rs. 2/- for the others, in favour of the Registrar, University of Jodhpur, Jodhpur, should reach the undersigned on or before **10 November 1966**.

Posts, Qualifications, etc.

(1) **Professor of Zoology**. Scale: Rs. 1,000—50—1500.

Essential: (*i*) A first or high second class Master's Degree in Zoology of an Indian university or an equivalent qualification of a foreign university in the subject concerned. (*ii*) Either a research degree of a Doctorate's standard or published work of a high standard. (*iii*) Teaching experience at a university or college of about 10 years, with at least five years of postgraduate work and experience of guiding research.

Desirable: Specialization in any of the following fields: Physiology, Experimental Zoology, Entomology, Ecology, Helminthology, and Embryology.

Age: Not above 55 years.

(2) **Registrar**. Scale: Rs. 850—50—1,400.

Essential: (*i*) High academic qualifications. (*ii*) About ten years' experience in an administrative and supervisory position in a university or institution of university standard.

Desirable: (*i*) Good knowledge of working of a university and its bodies and institutions. (*ii*) Familiarity with conduct of examinations, planning, budgeting, and general financial control.

Age: Not less than 35 years and not more than 50 years.

(3) **Assistant Accounts Officer**. Scale: Rs. 350—25—600.

Essential: (*i*) Graduate, with five years' experience of working in the Accounts Department of a university or board or government, on a post not below an Accountant's. (*ii*) Good knowledge of maintenance and keeping of accounts, works and store accounts, conduct of audit, and casting of budget estimates.

Desirable: Experience of drafting replies to audit inspection reports.

Age: Not less than 30 years and not more than 50 years.

(4) **Secretary to Vice-Chancellor**. Scale: Rs. 285—20—425—EB—25—550.

Essential: (*i*) A first or second class graduate with about five years' experience of working as a Personal Assistant or Secretary to a high functionary, preferably in a university or government department. (*ii*) Good knowledge and practice of shorthand and typing. (*iii*) Good knowledge of English and Hindi, and should be well versed in noting, drafting, etc.

Desirable: (*i*) A postgraduate degree. (*ii*) Experience in organizing social and academic functions.

Age: Not less than 25 and not more than 40 years.

The posts are permanent and carry benefits of Contributory Provident Fund and other allowances as admissible under the University rules.

Working knowledge of Hindi for all the posts is necessary.

Qualifications, etc., mentioned above may, on the recommendation of the Selection Committee, be relaxed in exceptional cases for candidates with experience and who are otherwise found suitable. Higher starting salary in the scale of pay is possible to exceptionally qualified candidates.

Persons already in service should apply through proper channel. Candidates, if called, will have to appear for interview at their own cost.

S. N. JODHAWAT
Offg. Registrar

UNIVERSITY OF SAUGAR

Advertisment No. R. 9/66

Applications are invited for the post of a **Professor of Psychology** at this University, so as to reach the Registrar, University of Saugar, Sagar (M.P.), not later than **15 November 1966**, on a prescribed form to be had on requisition from University office. Applications for a prescribed form should accompany a self-addressed envelope and a postal order of Rs. 5.00 as application fee.

Candidates already in service should send their applications through proper channel. An advance copy can, however, be sent. The application should carry a testimonial with regard to the work and conduct of the candidate from the head of the institution he is serving or has last served.

Candidates selected for interview will have to come to Sagar at their own expense and bring with them their original research papers, degrees, etc.

The age of retirement is sixty years.

The post is permanent. The period of of probation shall be two years from the date of joining duty. This period of probation may, however, be extended by such further period as the Executive Council may deem fit but the total period of probation shall in no case exceed three years. Service during the probationary period may be terminated without notice and without assigning any reason.

University Professors who have retired on superannuation but are below the age of 65 may be considered for appointment on term contract basis.

Pay Scale: Rs. 1,000—50—1,500 with benefits of Provident Fund admissible under rules.

A higher starting salary in the prescribed scale may be given to an exceptionally qualified and experienced candidate.

Qualifications

(*i*) A Doctor's degree and/or high academic attainments with wide recognition for scholarship and original contribution to knowledge;

(*ii*) published work to their credit;

(*iii*) extensive experience of conducting and guiding research;

(*iv*) at least 10 years' experience of teaching postgraduate classes;

(*v*) a good working knowledge of Hindi, both written and spoken.

S. J. NAIDU
Registrar
University of Saugar

UNIVERSITY OF RAJASTHAN, JAIPUR

Applications are invited (through proper channel in case of candidates already in employment) upto **30 November 1966**) on prescribed form available

on pre-payment of Rs. 4/- for the posts of (1) **Readers** in Hindi, Philosophy, Psychology, and Economics in the grade of Rs. 700—40—1,100 and (2) **Lecturers** in Hindi, Law, History, Geography, Mathematics, Geology, Botany, Zoology, and Chemistry in the grade of Rs. 400—30—640—40—800. Benefits of University Provident Fund and Dearness Allowance according to rules. The post of **Reader in Philosophy** is temporary in the first instance but likely to be made permanent. One post of **Reader in Economics** is permanent and the other temporary. The posts of **Lecturers in Law** are temporary upto the end of the session 1967-68.

Qualifications

Readers : First or second class Master's Degree in the subject with Research Degree of Doctorate standard or published work of merit with five years' experience of teaching graduate classes and experience of guiding research.

Lecturers : First class Master's Degree in the subject or second class with at least three years' teaching experience of degree classes.

Additional Qualifications and Specializations

Reader in Philosophy: Should have a specialized knowledge in (*a*) Indian Philosophy and be well versed in contemporary Western tradition, or (*b*) advanced Mathematical Logic and Philosophy of Science.

Desirable : Good knowledge of German or French.

Reader in Psychology : Specialization in Experimental Psychology.

Reader in Economics : Preferably specialization in Economics, Economic Planning, or Public Finance.

Lecturers in Law : Ability to teach at least two subjects from amongst Constitutional Law, Land Laws, Income-Tax Law, Company Law, and Indian Legal History.

Lecturer in Geology : Specialization in Mining Methods, Engineering Geology, underground water and/or Economic Geology, Prospecting, etc.

Ability to teach in Hindi will be an additional qualification.

Qualifications are relaxable at the discretion of the Selection Committee. Women candidates will be given preference for appointment in University Maharani's College. It will be open to the University to consider names of suitable candidates who may not have applied. A candidate for Lecturership may be considered for appointment as a **Junior Lecturer** in the grade of Rs. 300—25—400. Those who had already applied for the posts of **Lecturers** in Botany, Geology, Zoology, History, and Mathematics last year need not apply again. Canvassing in any form will be a disqualification.

C.L. SINGHAL,
Registrar

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UNIVERSITY NEWS

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16-12-66.
LIBRARY

THE CONCEPT OF "MAJOR" UNIVERSITIES
A redefinition

From Our Special Correspondent

Of the recommendations made by the Education Commission, very few have evoked so much controversy as the concept of "major" universities. In the seminars held to consider the report of the Education Commission in various parts of the country, this particular recommendation has come up for detailed even acrimonious discussion. Recently the University of Rajasthan organized a seminar to discuss these recommendations mainly in the field of higher education.

The seminar lasted full three days, and approximately one-third time was given to the discussion of this particular recommendation. Dr. D. S. Kothari attended the seminar on the first day but Shri J.P. Naik, Secretary of the Education Commission, was present all the three days. As a result of the discussion, Shri Naik tried to clarify and indeed redefine the concept and what he presented to the Seminar on this subject on the last day is reproduced below:

1. The term "major" universities should not be used. No attempt should be made to "label" any university as "major."

2. The "concept" of the major university includes three main proposals:

(*a*) It has a "cluster" of Centres of Advanced Study in a number of subjects (say, nine or ten) preferably in related disciplines.

(*b*) It should be able to attract an adequate number of talented students, preferably from outside the university area and from as many linguistic regions as possible.

(*c*) It retains English as the medium of instruction for the time being, to be replaced in due course by Hindi.

The programmes for the implementation of these three concepts would have to be developed separately.

Clusters of Centres of Advanced Study

3. No attempt should be made, as suggested in para 11-26 of the Report, to preselect universities for development as major universities. The "university' cannot be a unit for assessment or development of excellence—this is and should continue to be the department or a group of associated departments.

4. The Commission has recommended that the scheme of the Centres of Advanced Studies should be expanded by the addition of two new dimensions:

(*a*) the concept of aspirant centres; and

(*b*) the creation of clusters of centres.

These proposals are welcome, provided care is taken to see that "greatness" is not thrust upon a department in a hasty attempt to create a cluster in a few universities.

5. The success of the scheme will depend upon three factors:

(*a*) The first choice of a Centre of Advanced Study (as well as its continued maintenance) should command the approval and

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confidence of the academic community that merit alone has been the criteria adopted. For this purpose, it is necessary to improve the existing method of selection by introducing periodical inspection of these centres. Annual Reports of the work done at these Centres should be published.

(*b*) The creation of culsters in a few places should not imply large reduction in (or total disappearance of) the chances of good departments in any universtity to grow. This may probably be secured by dividing the available funds for this purpose in two parts; about half being devoted to the development of clusters through "contingent fund" grants recommended by the Commission and the remainder for the development of aspirant or full Centres.

(*c*) The Centres should not assume a high brow attitude and isolate themselves. Their responsibility is to work in close cooperation with other departments and colleges.

(*d*) Care has to be taken to see that the staff of the Centres is selected on a national basis and that there is no unusual inbreeding.

STUDENTS

6. It is essential to collect students at the Centres on a national basis. (This is true of all Advanced Centres and not only of the clusters). For this, much more is needed to be done than mere provision of scholarships. The amount of the scholarships would have to be substantially increased. Special efforts will have to be made to attract students.

Income-tax Exemption

Foreign educationists on assignments in India, Professors or Lecturers, are eligible for exemption from income-tax in respect of their emoluments, if their contracts of service are approved by the Union Government.

Similar exemption applies in the case of research workers if their contracts of service are approved by the Centre.

According to the rules prescribed by the Finance Ministry requests for approval by the Central Government of the contracts of service in the case of resarch workers are to be sent to the Ministry of Education in the prescribed form. After scrutiny necessary orders of approval will be issued by the Ministry of Education.

MEDIUM OF EDUCATION

7. The medium of education in the major universities should be English or Hindi.

The clarifications as offered by Shri J. P. Naik were welcomed. However, the Seminar went on to observe as follows:

"The Seminar accepted broadly the principles of selective development and concentration of resources. However, most of the participants were strongly critical of the idea of establishing 8-9 Advanced Centres at a few universities in a short time, and allocating to them about 50 per cent of the resources available. It was felt that the working of the existing Advanced Centres should be carefully examined first and the results made public, criteria for establishment of Advanced Centres should be clearly laid down and uniformly applied. It was also felt that the suitability of different patterns of universities —unitary, affiliating, etc.—should also be examined with a view to their emerging as Centres of excellence.

It was agreed that the medium of instruction should not be a bar to any department or departments in subjects being selected as a Centre of Advanced Study.

GOVT ACCEPTS PROPOSALS

The Union Government has accepted five of the recommendations of the conference of Education Ministers' held in Madras last June.

The following were the recommendations :

1. Co-ordination and co-operation between the National Council of Educational Research and training at the Centre and the Education Departments in the States should be developed further.

2. Preparation of model textbooks and supplementary materials by the National Council of Educational Research and training should be expedited.

3. The manpower requirements of the Fourth and subsequent Plans should be assessed carefully and the admissions to technical courses should be suitably altered to meet the needs of economic development.

4. The Union Ministry of Education should examine in consultation with the Ministry of Defence the social service programmes which can be integrated with the National Cadet Corps programmes.

5. Community participation should be secured to improve physical training facilities in schools.

Several other recommendations of the conference have to be implemented by the States Mr. Chagla said.

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STUDENTS, VALUES AND THE WORLD OF TOMORROW

C. D. DESHMUKH, Vice-Chancellor, University of Delhi, Delhi

(It gives us great pleasure to reproduce below long extracts from a Convocation Address delivered by Dr. Deshmukh to the graduates of Shivaji University, Kolhapur, on 17 October 1966.)

Learning, resources, and standards are and have always been the prime preoccupation of universities. That universities are the main source of the highly trained manpower needed for economic growth has also been fully accepted. But the emergence of a university's sense of involvement in the well-being of its milieu is a relatively modern phenomenon, which is in fact just begun to be realized in India. In matters like adult literacy and adult education, universities have a significant role to play which is as yet not fully appreciated. As the Education Commission picturesquely put it: "The image of the university as a closed academic community of scholars creating and disseminating knowledge and perpetuating its own type is a thing of the past. The walls which divide the gown and the town have crumbled and the life of the university and that of the community can be vitally linked for their mutual enrichment." How this is to be achieved has been indicated in sufficient detail by the Commission. There is a place in this effort for voluntary agencies, which in effect means the private citizen, to which category some of you will belong either immediately or a few years later after completing further stages of your education.

There is, however, one field of special importance to which pointed attention has been drawn by the Education Commission; that field is the liquidation of illiteracy for which a sustained campaign is strongly urged, a campaign which should involve, besides governments, voluntary agencies, industries and educational institutions, all educated men and women in the country. I suggest that whether in the university or out of it, students and ex-students form voluntary organization: for the express purpose of participating vigorously in the compaign for the liquidation of illiteracy. Maharashtra has already done much in this direction by means of its *gram-shikshan mohim*, and the trail has already been blazed, for young educated men and women to follow.

Service

There is nothing like some over-mastering passion for public service like this to keep the flame of your patriotism burning bright. To my mind, patriotism is apt to be confused, unwittingly perhaps, with advancement of self-interest or acquisition of power, and many a seeming patriot is apt in the light of experience to be found to be highly egocentric individual who has convinced himself that his being at the head of a affairs at his chosen level is the sole means of saving the country. Real patriotism is, however, dedication of oneself to one's more disadvantaged fellow-beings often without recognition or reward. Indeed this dedication is both patriotism and religion, if one is inclined to be religious.

From the point of view of success, a spirit of service is the best guarantee of its success. It will draw both money and cooperation, which will flow freely, no matter how difficult the circumstances, to those who are known to be working genuinely for others, without a thought for advancing their own financial or political interests. The history of Maharashtra is full of noble examples of such servants of the people and it is these examples that ought to be emulated by young people rather than those who have achieved glamorous successes in the field of politics.

New Area

Before the advent of Independence the common man, somewhat helplessly, bewailed the unethical conduct of business. The cynical answer to him in those days was "Business is Business." Today, with a democratic constitution of the Western parliamentary type in full operation, a new area of unethical conduct has emerged—that is politics. The lack of a high ethos is even more conspicuous in this area than in business and even more emphatic is the cynical answer: "Politics is Politics." While legal curbs create an illusion of restraint so far as business is concerned, because ingenious evasion is manifold and widely spread, in politics there is not even a semblance of self-restraint. The god that presides over business is, however, a god that cannot be imposed upon—it is the balance sheet and like the lily that has blown and is no longer decorative, a spent business man quickly disappears from the scene. Not so the politician, who can flourish indefinitely long after his utility, if he ever had any, is exhausted. The voice of his God, Vox Populi, speaks only after long intervals and seldom in terms that are just or clear. The criteria for measuring success or failure are either non-existent or ambiguous and in any case our cultural milieu is such that inutility or worse in this field is seldom exposed or can rarely be established or brought home.

That little less than three-fourths of the population of our country and therefore of the fran-

chise holders, is illiterate and ill-informed has something to do with this stage of affairs, a situation which is aggravated by inadequate development or imperfect use of the many modern means of mass-communication. It is in this context that eradication of illiteracy should be recognized as a matter of prime importance, for education could open the gates for better understanding and more judicious exercise of the franchise.

However, I should like to sound a note of warning here. In my view it is vain to hope that education will help in the cultivation of moral and spiritual values. The general experience, on the countrary, is that education intensifies and renders more capable of misuse one's innate imperfections in the sphere of these values. The naturally cunning and unprincipled, for instance, become more unmanageably cunning or unprincipled. I have yet to be convinced that education in general or university education, in particular, helps to form character.

Character

To my mind, character is the product of innate endowment, influence of environment and constant self-introspection in the light of that indefinable, imponderable and intangible conscience. It is very much the private business of everyone, subject to a variety of influences all through life. Good acts and good habits are the basis of good character and, therefore, character formation is a continuous process from birth to death, a process in which constant introspection can play an important part.

It is also my belief that the tone of society round one can play a material role in the formation and stabilization of one's character. There are fields of human activity such as business and politics, where a noticeably depreciated scale of moral and spiritual values prevails and in these spheres character is an easy casualty. Mounting scarcities, such as exist today in India, are also destructive of acceptable moral and spiritual values, especially in congested urban conditions.

I am convinced that in the long run no society can prosper in which scales of moral and spiritual values are continuously depreciated. Such a society will be full of tensions and conflicts which are bound to entail the gradual erosion of the rule of law and to end in some sort of cataclysm. In this context I feel no compunction in quoting what I said on a previous occasion of this kind. "The world is very dynamic and there is a great demand for scientists and technicians; yet greater is the demand for people whose character, sense of justice and creative ability can be relied upon. We are lagging behind on account of centuries of slavery and in order to line up with the advanced countries we shall have to work very hard. This task is as great as was the struggle for freedom. We have become lethargic on account of centuries of slavery. We can easily tolerate injustice, rudeness and falsehood. We shall have to give up this moral apathy and this is to be done by young persons like you. The world that you will enter with such aspirations will be lacking in comforts and amenities and you will have to struggle hard to attain them. The moral plane of this struggle will be very low. Everywhere, you will find the greed for power, crookedness, dishonesty, indifierences to justice and such other evils triumphant. In such an adverse environment, the strength of your character will be put to test. Cultured young persons like you, with strong character, will have to change this atmosphere. It is natural that each one of you may not be able to display supreme courage. However, the progress of society can be measured only by the character and efficiency of its ordinary or average citizens. It is true that the development of culture of civilization is the result of the efforts of a few extraordinary thinkers. But the extraordinary will be extraordinary after all. The common people can always do one thing. They can remain firm in their character and can thus promote the progress of the entire society. Whatever be your status or post, I advise you to work whole-heartedly and to preserve your character. Character has no connection with high or low status. On the contrary I have noticed that even a rich man does not attach as much importance to character as a poor man does. The experience of the human race to this day shows that the happiness of character eclipses all the pleasures of wordly life. And what else do we need besides maximum happiness in life?"

Need

We of this century are living in the midst of a heady cultural revolution characterized by explosion of population, on one hand, and explosion of science and technology, on the other. Whilst the former makes tremendous demands on our resources the latter has within it the potentiality of meeting them. What is needed, however, is a thorough understanding of the situation by the young and the old alike if the human community is to live harmoniously. In the conduct of human affairs, especially, the relationship between the older and the younger generation has to be re-identified and redefined. This is especially necessary in a country like ours where the population is predominantly young, i.e. where the proportion of people in the lower age-groups is markedly higher than in some of the more advanced countries.

Even in the more advanced countries, where affluence is well established, the mutual relations between the young and the old are marked by lack of understand-

ing. While the old are puzzled by unaccountably turbulent behaviour on the part of the young, the young have ceased to find any inspiration or guidance in their elders, so much so that there are instances where groups of youth have objured conversation, as useless, with anyone above thirty.

The difficulty of understanding between the generations has always been noticed throughout human history, but the pace with which science and technology are proliferating and advancing has immeasurably widened the gulf between the generations. A time will soon come when the old will be dumb-founded by the behaviour of the young and when the young will find the old incomprehensible and probably a hindrance to human progress. The situation will be aggravated by the ever-increasing longevity in an overcrowded world.

Values

What then is called for in such a situation? For one thing, the redeeming feature will be that the young of today will be the old of tomorrow, and as we grow older we shall have to strain very nerve to fight obsolescence. In other words, we shall have to remain students all our lives. Secondly, since values do not change so fast as science and technology, the young will have to think deeply on moral and spiritual values, so as to keep up a level of gainful and satisfying communication with the old, as also to prevent thoughtless upheavals in the name of modernity.

Such a value, for instance, is the rule of law. It must be the common concern of old and young alike to cherish this value, for in its absence the fabric of society itself will crumble into chaos.

It is my hope that what I have said will give some food for thought to my listeners and that they will strive to create a better world for themselves and their new generation.

WINDMILL TO GENERATE POWER

Two Indians and an American scientist have after painstaking research perfected a windmill which serves the dual purposes of drawing water and producing electricity.

The windmill, which is now located at the Punjab Engineering College, Chandigarh, has been built by Dr. K.D. Somayajulu, I.I.T., Kharagpur, Mr. K.D. Mannan, Punjab Agricultural University, Ludhiana, and Dr. Herbert Preul, University of Ohio.

The power potential of the windmill is being studied at the college. The windmill has a vertical shaft with large vanes or sails which alternatively catch the wind and rotate the mechanism. It is mounted in the roof of the roto-dynomic machine laboratory at the college. The vanes are of plywood but it will be later replaced by bamboo ones.

The mechanism is so simple that it can be made by an unskilled technician or a farmer.

WASTAGE IN TECHNICAL EDUCATION

Overall educational wastage in Uttar Pradesh engineering colleges works out to 20 per cent, according to a study made by the State Technical Education Department. The university of Roorkee is the only exception with the percentage at only six.

The wastage is attributed to student failures, admission of sub-standard students, and the students' discontinuance of studies.

Lack of qualified staff and non-availability of adequate training facilities in college workshops and laboratories have also been cited as the reason for wastage. The best boys are generally attracted to mechanical engineering, according to the study.

Grants for Indian Institutions

The Ford Foundation has announced grants totalling $2,014,000 to Indian institutions. The grants are to "curb and prevent the 'brain drain' and encourage highly skilled Indians, including those trained abroad to work on their country's development programmes."

The following agencies will receive the grants : —Association for Service to Indian Scholars and Technicians ; $350,000 to help facilitate placement in India of nationals who have received professional training abroad.

—Homi Bhabha Fellowship Council : $356,000 for a programme to assist outstanding Indian students in study and research in development related fields.

—Indian Education Ministry : $357,000 to help expand the training of English language instructors at the Central Institute of English at Hyderabad.

—Indian Institute of Management Society (Ahmedabad) : $660,000 for continued support of the institute's expanding postgraduate business education programme.

—Indian Institute of Public Administration : $291,000 to assist research for the administration reforms commission.

A grant of $64,000 has also been earmarked for Harvard University in America for a research project on economic development in India.

Morton C. Grossman, who has had eight years of technical assistance experience in India, will conduct the research project in cooperation with Harvard's Development Advisory Service.

INDO-AUSTRALIAN ACADEMIC EXCHANGE

A group of 80 Australian University students will spend seven to nine weeks of their summer vacation in India. The students, half of whom are girls, come from Australian universities and represent practically every field of academic study.

The visit has been organized by the Overseas Students Travel Scheme of the National Union of Australian University Students (NUAUS). Accommodation is provided by host families and the students pay their own fares.

The students will leave Australia in two groups. The first group will reach Bombay on 26 December. The second group will reach Colombo on 20 December. from where they will fly the next day to Madras.

The leader of the first group is Baden Teague, an Arts graduate from the University of Adelaide, who is in his final year of a science course at the same university. Leader of the second group is Peter Burrows, an economics student at the University of Sydney.

It will be the seventh successive year that Australian university students have made summer vacation tours of India. The scheme began in 1960, when six students spent their vacation in Indian homes. In return a group of Indian students stayed in Australian homes and, thus, an Australian-Indian students exchange scheme came into existence. It grew rapidly and up to now over 600 students have taken part in the scheme.

In June 1967, 20 Indian university students would come to Australia. Because of restrictions on foreign currency exchange in India, the National Union of Australian University Students (NUAUS) would cover their travel expenses to Australia also.



Seen with the Vice-Chancellor, Mr. Suraj Bhan, are Professor and Mrs. D. N. Wadia on their arrival at the Seminar on Himalayan Geology.

Seminars

GEOLOGY INSTITUTE AT CHANDIGARH URGED

The geological study of the Himalayas is highly essential was the concensus of the participants of the Seminar on Himalayan Geology held recently at Punjab University, Chandigarh.

Knowledge of metals and geology went back to the Vedic period. The age of the earth according to "Surya Sidhanta" was 2,000 million years. This broadly agreed with the Western Geological calculations.

Dr. D.N. Wadia, National Research Professor of Geology, said that the Department of Geology at Chandigarh made marked progress in Geological research and urged that the proposed Indian Institute of Himalyan Geology should be set up at Chandigarh.

Aspects of Foreign Policy

A five-day seminar on foreign policy sponsored by Osmania University and the Indian Institute of Asian studies was conducted recently at Hyderabad.

Mr. C.S. Jha, Secretary, Ministry of External Affairs, delivered the inaugural address. The seminar discussed four aspects of foreign policy: foreign policy in the changed world situation; foreign policy in relation to aid; problems of national defence; the organization and formulation of foreign policy.

SCHOOL IN SURVEY RESEARCH

A School in Survey Research Techniques was organized by the Department of Statistics, University of Rajasthan, recently. The object of the School was to acquaint the participants in the School with different aspects of the surveys.

To meet this objective, about 120 lectures by eminent scholars in the field were arranged. In all 38 participants from 21 different institutions in the country attended.

The participants conducted a survey of some aspects of life of first year TDC students in the four constituent colleges. The analysis of the data for Commerce College disclosed that in this college about 72 per cent of the first year T.D.C. students from rural areas and 50 per cent of the first year TDC students from urban areas do not have textbooks of immediate interest. About 6 per cent of the students from rural areas and about 2 per cent of the students from urban areas go without them. This is perhaps because of limited library facilities.

Students from both rural and urban areas study about the same number of hours every day, an urban student studying more near the end of the academic year than the rural student.

From the above one may infer that, if the students from rural areas have access to the facilities to the same extent as the students from urban areas have, their academic performance would not lag behind those students from urban areas.

Indian Students in U.S.

Students from India were the second largest group among foreign students enrolled in American universities during 1965-66.

The statistics released by the Institute of International Education (IIE) put Canada first with 9, 753 students, India 6,789 students, the Republic of China 5,118 students and Iran 3,628 students. Of the 82,709 foreign students, 35 per cent came from the Far East.

The report also notes that about 37 per cent of all foreign students were self-supporting.

Foreign students' preferences for field of study have shown little change. Engineering, chosen by 11 per cent of the total, and humanities by 20 per cent have been approximately the same for the last 10 years.

As regards American students studying abroad, the IIE notes that 22,000 Americans during 1965-66 were studging abroad, which 18,000 were students and 4,000 were faculty members.

INTERNATIONAL HOME FOR STUDENTS

The first stage of a new international university hall of residence and student centre in West London was recently opened.

The Rs. 1.32 crores centre, Netherhall House, replaces a smaller one opened 15 years ago to provide a family atmosphere for students away from home. It will eventually house about 200 students, half of them from overseas. Netherhall House is one of the 200 university centres run by Opus Dei, a Catholic association.

TRAINING FOR TEACHERS

About 69 Indians, including 10 women were in Britain for a year or more of training under the Commonwealth Teacher-training Bursary Scheme, during 1960 to 1965.

There were 1,815 teachers from 38 developing countries who held training bursaries.

A report by Britain's Department of education and Science and the Ministry of Overseas Development, published recently, described the scheme as one of the successful plans of co-operation to emerge from the 1959 and subsequent Commonwealth Education Conferences.

The expenditure on the scheme was about £1,500,000.

The report said that the scheme seemed likely "to become increasingly integrated with the development of teacher training in countries overseas."

ZAHEER SCIENCE FOUNDATION

Zaheer Science Foundation would be set up shortly to give awards and scholarships within Afro-Asian states and prizes for industrial research in India.

This was stated at a function held at the Regional Research Laboratories at Hyderabad recently to commemorate the 65th birth anniversary of Dr. Hussin Zaheer, the outgoing Director-General of the Council for Scientific and Industrial Research.

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Campus News

More Aid to IIT

IIT, Delhi, will receive further assistance from U.K. to expand its postgraduate studies. A large part of the total aid of £650,000 promised for the institute by the British Government has been received in the form of equipment. For expansion, the institute requires £215,000 in addition to the promised aid. Britain has also indicated its willingness to provide this support and send more professors.

Punjabi University has introduced Military Science in B.A. course from the current academic session.

It is the first time that this subject has been introduced as a separate discipline in Punjab. The university plans to introduce the subject for post-graduate studies shortly.

Punjab University is likely to set up an Electron Microscope Laboratory in the Biophysics Department with the assistance from the Federal Republic of Germany.

Banaras Hindu University has decided to set up advisory boards of both junior and senior students and teachers in every college and hostel to solve student problems.

More than 700 students who had failed last year in the various undergraduate examinations have been benefitted by the new rules in the seven faculties of the university. All students excepting those failing at their final degree or diploma examinations will be eligible to keep term in the next higher classes of the courses of study.



Mr. P. N, Thapar, Vice-Chancellor of Punjab Agricultural University, Ludhiana, welcoming the delegates to the International Press Institute General Assembly, when they visited the university recently.

Punjab Agricultural University, has decided to launch two projects for carrying on research in different plant diseases. One of the projects was aimed at determining the occurrence and distribution of different species of Leaf Hoppers and studying the host range and biology of species found to be transmitting plant virus diseases. The project is being launched under the P.L. 480 Programme.

The second project aims at carrying out a survey of Aphid population in the potato growing regions of the State with a view to finding areas of distribution and period of low Aphid incidence so that the production of healthy, disease-free seed can be facilitated. The scheme is being financed by the Indian Council of Agricultural Research. The scheme is likely to save the potato crop from Aphid Vectors.

Steps are now being taken to reduce the administrative work of scientists in three science departments of the university. The work is being transferred to the Comptroller and Registrar of the University in the case of Horticulture, Bio-Chemistry and Engineering.

There has been increasing demand for Kalyan 227 and PV 18—the high yielding dwarf wheat varieties which was distributed by the Extension Wing of the university this season.

The university has decided to request the State Government to appoint medical officers on the staff of each college.

The university has amended its rules regarding internal assessment. In future, students who failed to get admission to the university examination because of their poor performance in the internal assessment would be allowed to appear as private candidates in subsequent examinations of the university provided they fulfilled all other conditions.

The university has created four stipends, each of Rs. 100 per month for deserving students joining the one-year diploma course in Linguistics to be started by the university.

The University Department of Punjab Historical Studies has got printed a bibliography of Punjab prepared by Dr. Ganda Singh. It contains references to all known books and manuscripts on the history and culture of Punjab. The publication of this volume has been subsidized by the U.G.C.

Indian Institute of Science (IIS), Bangalore, has launched a three-pronged programme to probe into the fundamentals of protein content in milk, eggs and jowar. The U.S. Government is assisting the study with a grant from its P.L. 480 funds.

The IIS research on milk is confined to the isolation of various protein fraction in cow's and buffalo's milk. Study in egg proteins has revealed the presence of a protein which has a jelling effect on freezing and thawing. The object of investigation in the proteins of jowar is to factionate the proteins into homogeneous components and study its characteristics.

IIT, Madras, has so far received equipment worth Rs. 17·30 millions from the Federal Republic of Germany and services of a number of German professors and technicians. Besides, 17 Indian teachers of the institute have received training in Germany. Under a recent agreement concluded between the two Governments, the institute will receive further equipment from the Federal Republic of Germany for completing 20 science laboratories already established and for setting up four new ones. Germany will also provide services of 25 professors, senior scientists and short-time visiting professors, besides facilities for study and training to 60 Indian teachers.



Dr. C. D. Deshmukh, Vice-Chancellor, University of Delhi, delivering the convocation address at the Annual Convocation of the Shivaji University, Kolhapur. Sitting on the right is Dr. A. G. Pawar, Vice-Chancellor of the University.

Kerala University proposes to start study of Russian language. A provision of Rs. 86,900 had been made in the Fourth Plan of the University for this purpose. The Indian Council of Cultural Relations, New Delhi, had been contacted to find out whether services of a suitable Russian teacher would be available.

Vikram University has started five new postgraduate schools of studies in the faculty of Arts. The five schools are for English, Hindi, Political Science, Sanskrit, and Economics. The requisite staff has already been appointed.

Aligarh University has started a polytechnic for girls providing specialized courses in costume designing and dress making, architecture, and electronic engineering. The duration of the course will be three years. The State Government has sanctioned a grant of Rs. 8·68 lakhs for the project.

No tution fee would be charged for students and 50 per cent of them would be given scholarships of Rs. 40 per month.

Osmania University has started a one-year postgraduate diploma course in Local Self-Government.

A four-week course in Public Enterprises for Middle Managers was conducted by the Institute of Public Enterprises in Hyderabad from 2 November. The object of the course was to broad-base the knowledge and perspective of middle managers in the public sector so as to enrich their motivations as public sector executives, and prepare them for higher managerial responsibility.

The course consisted of talks, reading of papers, dicussion and symposis on them,

Item	1950-51			1955-56		
	Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Number of Colleges	39	14	53	86	21	107
2. Enrolment in Colleges for Teacher Training	2,600	1,344	3,944	7,915	3,347	11,262
3. Enrolment in Classes for Teacher Training	3,839	1,746	5,585	9,962	4,318	14,280
4. Expenditure (Rs. in 000's) ..	2,848	700	3,548	5,505	1,061	6,566
5. Expenditure on Salaries of Teachers (Rs. in 000's)	1,568	404	1,972	2,948	575	3,653
6. Percentage of Expenditure on Salaries of Teachers to Total Expenditure			(55·6)			(55·6)
7. Average Annual Cost per Pupil (Rs.)			899·6			583·0
8. OUTPUT						
B.T.;B.Ed.	2,978	1,075	4,053	7,499	2,865	10,346
M.Ed.	145	59	204	193	121	314

Teacher Training

Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
1956-57			1960-61			1961-62		
(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
102	31	133	386	92	478	450	101	551
9,351	4,628	13,979	33,381	17,354	50,735	38,623	20,960	59,583
11,677	5,584	17,261	31,606	15,202	46,808	35,074	17,405	52,479
6,827	1,221	8,048	11,82,67	3,247	21,514	21,938	3,822	25,760
3,812	723	4,535	9,901	2,045	11,946	14,638	2,307	16,945
		(56·3)			(55·5)			(65·8)
		575·7			(424·0)			432·3
8,777	4,507	13,284	12,267	5,477	17,744	13,711	6,764	20,415
265	118	383	359	169	528	385	133	518

HIGHER EDUCATION IN PARLIAMENT

Growth of Science

"The National Research Development Corporation has been set up with the specific purpose of linking research and development with industry. Licensing of processes by National Research Development Corporation to industry is a step towards this direction. Further, the following steps have been taken by the Council of Science and Industrial Research to link research and development with industry:

(i) Providing guidance and financial assistance to Cooperative Research Association of Industries. Twelve such Cooperative Research Associations, three for textile industries and one each for silk and art silk, rubber, paint, plywood, cement, wool, tea, jute, and elcctronics industries are already functioning.

(ii) Representation of scientists and technologists from industry on the Executive Councils and Scientific Sub-Committees of the National Laboratories.

(iii) Consultation Service to the Industry by the Laboratories of the Council.

(iv) A get-together of Research and Industry was organized by the CSIR during December 1695 to strengthen the link between research and industry.

(v) The laboratories of the CSIR undertake research schemes sponsored by industries for the development of products and processes.

(b) Scientists working under the Council of Scientific and Industrial Research have been permitted from time to time to work on deputation with the industry.

(c) We are not aware of the feeling of discrimination between Government and non-Government scientists."

Education Commission Report

"A special cell had been set up for the purpose in the Ministry of Education. Similar cells have also been set up in the Education Departments in all States. The views of the State Governments as also universities were expected shortly and thereafter the Report would be considered in a special meeting of the Central Advisory Board of Education, which would be held at New Delhi on December 20 and 21, 1966. The Government would take decisions after this meeting.

"The Educational Panel of the Planning Commission considered the Report in September last and broadly approved its recommendations. Some adjustments of allocations for different schemes included in the Education Plan were proposed to be carried out in the light of the advice given by the Panel.

"The recommendations made by the Commission with regard to the Central Sector were being treated separately and were being examined by the Ministry of of Education. The recommendations for Central Sector in Teacher Education had already been approved and implementation had already started. It was proposed to make some ad hoc provisions in the annual plan for 1967-68, both at the Centre and in the States for implementing the accepted recommendations of the Education Commission. This would facilitate quick implementation after the meeting of the Central Advisory Board of Education in December."

Asked whether the Government was likely to recommend increase and emoluments of primary teachers, especially science and mathematics teachers, the Education Minister said that "proposals of the Commission regarding salary scales of teachers had been referred to State Governments and were under their examination."

Used Lubricating Oil

"The Indian Institute of Petroleum, Dehra Dun, had worked out the know-how for reclaiming used lubricating oils with an average recovery of 80 per cent.

"So far as the question of setting up a special plant to exploit this process was concerned there was no specific proposal sponsored by the Union Government at present. Some private entrepreneurs, however had approached the Institute for exploitation of the process.

"The import of oil could be reduced to some extent when large scale production was established."

Propagation of Hindi

"The steps taken and the facilities provided for propagation of Hindi in non-Hindi speaking areas are indicated below:

(1) The Government of non-Hindi speaking States are rendered financial assistance on 100 per cent basis for appointment of Hindi teachers in schools.

(2) Financial assistance is rendered on 100 per cent basis to the Governments of non-Hindi speaking States for the setting up of Hindi Teachers Training Colleges in their respective States.

(3) Financial assistanc is also rendered to Voluntary Hindi Organisations for propagation of Hindi in non-Hindi speaking areas for such activities as runn-

ing of Hindi teaching classes, setting up of Vidyalayas for teaching of Hindi and training of Hindi teachers and Pracharaks, setting up of Hindi libraries, organization of seminars, lecture tours, elocution and essay contest in Hindi, prizes for brilliancy in Hindi, Hindi dramas, Hindi Books Exhibitions and for such other activities as are considered conducive to the propagation of Hindi in non-Hindi speaking States.

(4) Scholarships are granted to students of non-Hindi speaking States for study of Hindi at the post-Matric level.

(5) Prizes are awarded to writers of non-Hindi speaking States whose mother-tongue is not Hindi for their Hindi Works.

(6) Hindi books are purchased and supplied for free distribution in the schools, colleges and public libraries in non-Hindi speaking States.

(7) During the Fourth Plan, it is proposed to implement the following new schemes for propagation of Hindi in non-Hindi speaking areas:

(*i*) Teaching of Hindi to non-Hindi speaking people through correspondence courses.

(*ii*) Publication of Hindi Primers and Self-taught Readers and preparation of teaching aids like linguaphones, tapes, etc.

(*iii*) Setting up and strengthening of Hindi Inspectorates, educational tours of students of non-Hindi speaking regions to Hindi regions, grants to Voluntary Hindi Organisations and such other schemes as the State Governments may themselves like to implement, funds for which purpose have been made available to the governments of non-Hindi speaking States in the Fourth Plan under the State Sector."

West German Offer

"The West German Government has offered three printing presses for the printing of text-books and other educational literature needed by the various State Governments, Union territories, and the Union Government. The offer has been accepted and formal agreement between the two Governments will be signed shortly. The printing presses will be set up in Mysore, Bhubaneshwar, and Chandigarh and they will function on a regional basis. They will be under the administrative control of the Union Government. The sites for their establishement have been given by the State Governments concerned free of charge. It is proposed to phase the setting up of the presses over a period of three years, 1968-69 to 1970-71.

Engineering College Staff

"Of the three Centrally Administered Universities which have engineering faculties, only University of Delhi has an engineering college affiliated to it. For the implementation of the expansion programme of this college in the III Plan, three posts of professors were sanctioned.

"The Delhi College of Engineering, Delhi, is under the administrative control of the Delhi Administration and for considering the question of additional staff for this college, the facilities available at the Delhi University cannot be taken into account."

Central Schools

"To provide better educational facilities to the talented children, the Central Government are working out details of a scheme under which in every district at least one good school will be developed with Central assistance.

"Besides, the number of Central schools was expected to be raised from 104 at present to 124 in 1967-68. These schools provided education facilities of a uniform pattern and led up to the All-India Higher Secondary Examination of the Central Board of Secondary Education.

"Under another scheme liberal assistance was proposed to be given by the Central Government to the schools run by private managements or State Governments, which conformed to the pattern of the Central schools."

Perference for Engineering

The talented young of the day prefer to take up science-engineering in particular-for their career.

This was one of the conclusions of a study carried out by the research wing of the former Maharashtra Secondary School Certificate Examination Board.

The study was confined to the first 15 candidates of the S.S.C. examination of March 1955 and to the first 30 candidates of the examinatians of March 1956, 1957 and 1958.

The study revealed that the average age of appearance of candidate at the S.S.C. examination was well above 15 and the majority of candidates came from middle class families.

Regarding choice of subjects at the examination, the majority of the students opted for science group, and about 23 to 29 candidates favoured the idea of more intensive and different type of education during school career.

Book Reviews

Indian Educational Review Published by the National Council of Educational Research and Training, New Delhi, twice a year Pages 176; Rs. 6/-.

The publication of this journal by the National Council is a wel come event and we take this opportunity of calling attention to it. It adds an important dimension to the working of the National Council which, as all well-informed observers of the Indian educational scene would agree, has not fulfilled the promise with which it was born. By launching this journal the Council has taken a step in the right direction and we are glad to find that the inaugural issue of this journal sets for itself a fairly good standard which, it is hoped, would be maintained even in subsequent issues.

While it is possible to enumerate quite a few journals dealing with Education in the country, hardly a couple of them operate on a level which may be described as comparable to international standards. Scholarship being international in character, it is idle to think that we can set up some 'pockets' of our own which have few points of contact with scholarship in other countries. In this sense therefore, it is gratifying to find that the editors have taken care to ensure that they put their best foot forward in the very first issue so that the intending contributors know what will be acceptable to the editors and what will be rejected by them.

The fact that this is going to be a half-yearly journal shows that the editors are quite aware of their limitations. Not much original work has been done all these years in the country in the field of educational research and so the number of potential contributors that the journal can draw upon would range between 50 and 100, approximately. Even this may be regarded as a high estimate by some people. The important thing however is that the existence of a journal is in itself a stimulus to those people who but for its existence might not be writing at all. Speaking for myself, I should not be surprised if at the end of 3-4 years the journal has been able to discover a dozen new people and has succeeded in projecting them on the sceheme of Indian Education.

Even in the issue under review one is struck by the freshness of approach of some contributors, notably 'A Psychological Analysis of Some Factors Associated with Success and Failure in University Education — A summary of the Findings' by Shri Durganand Sinha, 'A Comparison of Examination Marks with Assessment by Teachers' by Shri A.R. Kamat and 'Desai-Bhatt Group Test of Intelligence in Gujarati' by Champa L. Bhatt. One thing common to all the three articles is that they seek to speak in the Indian idiom and do not merely theorise in the abstract. This involvement with things Indian is something that has not been done ever so often and one feels grateful for the few attempts that one comes across. N. P. Pillai's article on 'An Investigation into the Organisational and Administrative Factors which Affect the Achievement of Pupils in Secondary Schools is an incisive attempt at analysing a problem which needs analysis and, what is more, positive action by the Departments of Education in the various States. As a matter of fact, this is an area of work in which the National Council is expected to play a decisive role.

It is but right that Prof. Mujib's article, "Education as a Discipline" should have been given the importance that it has been given. His thesis, which he has been putting forward for several years now, is that, so far, Education has been treated only as an exercise in teacher-training and not as a university discipline. This point of view has now been accepted by the Report of the Education Commission as well. In consequence of this acceptance, the Education Commission has recommended that Schools of Education be set up in certain selected universities. Once Education is accepted as a university discipline, within a few years, the quality of our teachers in training colleges would improve and so would indeed the quality of those who are trained by them. In view of the brevity of his article, whatever A. Mujib omits to say is said by Shib K. Mitra in his article 'The Development of Educational Research—Some Considerations'. One of his formulations that I rather liked is reproduced here so as to enforce the point that is sought to be made :—

> "In attempting to discuss what research needs to be done, one is frequently bogged down by an implicit assumption that educational research must grow out of the theory and methods of education as an as academic subject or discipline, analogous to the growth or research in the sciences. This assumption is not necessary. Education as a subject of study has more of the characteristics of technology than of science, and so it should borrow the concepts, methods and tools of any science that helps in researching on educational problems. These problems have to be formulated clearly in terms of research using the methods of one or more sciences. It will not be right, however, to impose on education a problem which rightfully belongs to science. In reaction, it will be wrong on the part of the educational wallah to insist upon the growth of educational research from educational theory and methods. Therefore, in deciding upon the areas in which research should be undertaken, it will be well to keep in mind the characteristics of education as a technology, and not a well developed technology at that."

There is an excellent Book Review section also. One hopes

(*Continued on page 15*)

Readers' Forum

Is UNESCO proposing to print cheap books for Indian students?

SUNIL ROY, Calcutta

The Union Government has proposed to the UNESCO to aunch a major project to promote and assist the production and distribution of books in Asia.

Special emphasis is being laid upon the publication of low-cost textbooks on a large scale and the development of means of distribution of books to make it widely accessible to people.

Establishment of a Regional Training Centre for Book Publishing and Distribution is one of the proposals made by the Union Government.

Can you let me know which of the universities in the United States have introduced courses in Hindi teaching?

P. ANANDAVALLI, Madras

The following are among the several universities where Hindi and a few other Indian languages are taught: Columbia, Texas. Wisconsin Michigan, Pennsylvania, New York, and California (Berkley)

Is there a proposal to hold a conference on copyright conventions in India?

G. MATHEW, Trichur

The United International Bureaux for Protection of Intellectual Property, Geneva, is holding a seminar of East Asian countries on Copyright in New Delhi early next year. Delegates from all the member states of the Berne Copyright Union as well as certain international organizations are likely to attend.

Can you define for me land grant colleges?

E. PANDE, Dehra Dun

These are educational institutions which "teach and give training in such branches of learning as are related to agriculture and mechanic arts"

Can you tell me which universities in India provide facilities for part-time study of Engineering?

CHARANJIT SINGH, Ludhiana

The universities of Delhi, Indore, and Jadavpur have facilities for part-time study of Engineering at the Bachelor's level.

Besides, condensed degree courses in Engineering for those already possessing a B.Sc. degree are available in several universities of Osmania. Kerala, and Sri Venkateswara.

Will you kindly let me know how many technical education institutions are there in India?

R.K.A. SMITH, Illinois

There are about 133 institutions providing facilities for degree courses with an intake capacity of about 28,570. At the diploma level, there are 274 institutions with an intake capacity of 53,300. It may also interest you to note that nearly 129 crores were spent on technical education during the Third Plan period.

Again, there are about 38 institutions universities providing facilities for postgraduate studies.

(*Continued from page 14*)

that before long there will be suitable books by Indian authors as well which will be noticed and reviewed in this Section.

One query. Would it be possible for the editors to share with the readers a piece of information which perhaps they would regard as confidential ? What is the total cost of production of this journal ? This should include not only its printing etc. but also the editorial costs which as far as one can judge would run pretty high. If this information is forthcoming it would be interesting to compare what similar journals in India as well as in other countries cost. We only hope that the economics of this particular journal are not of a kind which would invite the attention of a body like the Estimates Committee.

Amrik Singh



An action photo of the final match played between the Bombay University and the Jabalpur University in the All-India Inter-University West Zone Football Tournament held at Kolhapur from 1st to 6th October, 1966.

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PERSONAL

Mr. P. Chandra Reddi, retired Chief justice of Madras has assumed charge as the Vice-Chancellor of Annamalai University from November 12, 1966.

Mr. Asoka Mehta, Union Planning Minister, was conferred an honorary degree of Doctor of Literature at the convocation of the Karnatak University on October 29, 1966.

Prof. S.R. Sparkes, Professor of Engineering, University of London, was on a short visit to I.I.T., New Delhi.

Prof. Francis Albert Eley Crew formely Director of Social Medicine at Edinburgh University, is on a visit to New Delhi on an assignment under the Colombo Plan to the Central Family Planning Institute.

Dr. V.K.K. Prabhu, Kerala University, has left for Massachussets, U.S.A. on a fellowship of Worcester Foundation.

Prof. G.F. Meyer, Head of the Electric Microscope Laboratary, Max Planck Institute for Biology, Tubingen and Prof. Hans Ris of the University of Wisconsin, Madison, USA, recently visited the Punjab University.

CURE FOR COTTON CROP DISEASE

The Punjab Agricultural University has evolved more effective steps to control the seed borne bacteria which causes the angular leaf spot disease in cotton crop.

The new method evolved by the Department of Botany of the University is based on a mixture of mercury compound and antibiolic (streptochlor) to effect speedy germination of H 14 and other cotton varities thereby reducing losses to this crop. It is also stated that the new crop is effective in controlling fungal infection of cotton seed.

Classified Advertisement

UNIVERSITY OF POONA

Applications are invited for the following teaching posts in the various Departments of the University :—

Department	Posts
Department of Chemistry :	1. Reader in Physical Chemistry (Theoretical Chemistry)
	1 Temporary Lecturer in Organic Chemistry
Department of Linguistics	1 Reader in Phonetics and Linguistic Geography.

Detailed information regarding required qualifications pay scales etc. will be supplied alongwith the prescribed application form, on receipt of a self—addressed envelope (9'' x 4'') learing postal stamps worth Rs. 0.45 paise to cover the postage. The applications must reach the University Office not later than THURSDAY, 15th December, 1966.

Ganeshkhind, Poona-7. W.H. GOLAY,

17th November, 1966. *Registrar.*

UNIVERSITY OF DELHI.

Applications are invited on the prescribed form for the following posts:-

1. One Professor of Industrial Management. 2. One Professor of Punjabi. 3. One Professor of History.	Rs. 1100-50-1300-60-1600.
4. One Reader in Buddhist Philosophy	Rs. 700-50-1250.
5. Two Lecturers in Bengali.	Rs. 400-40-800-50-950.
6. One Part-time Lecturer in Chinese in the Dept. of Buddhist Studies.	Rs. 300/- p.m. fixed without any allowances.

The posts of *(i)* Professor of Panjabi *(ii)* one post of Lecturer in Bengali have been sanctioned under IVth Plan for the period ending 28th February, 1971 but are likely to continue. The other post of Lecturer in Bengali is temporary upto 31-3-1968. The other posts are permanent.

Dearness, City Compensatory, House Rent Allowances and Provident Fund benefits admissible (except in the case of Part-time Lecturer in Chinese) according to the rules in force in the University from time to time.

QUALIFICATIONS :

I. **For Professorship of Industrial Management :**

A scholar of eminence. Independent published work of high standdard and experience of teaching post-graduate classes and guiding research for a considerable period desirable.

Should be graduate in any branch of Engineering with specialisation in Industrial Engineering at the post-graduate level with experience of at least five years in Industry or Management consultancy work.

Experience of teaching post-graduate classes in the field of industrial management will be desirable.

II. **For Professorships of Panjabi and History :**

A scholar of eminence. Independent published work of high standard and experience of teaching post-graduate classes and guiding research for a considerable period desirable.

III. **For Readership in Buddhist Philosophy :**

Good academic record with first or high second class Master's Degree in Philosophy with a Doctor's Degree or equivalent published work.

Independent published work (in addition to the published work referred to above) with at least five years' teaching experience in Honours/Post-Graduate classes essential. The candidate should have specialization in Buddhism and must possesss sound knowledge of Sanskrit and contemporary Western Philosophy and Logic. Knowledge of Tibetan or Chinese be desirable.

The candidates should also be competent to supervise the research work being done in the Department of Buddhist Studies and be capable of understaking independent research project.

IV. **For Lectureship in Bengali and Part-time Lectureship in Chinese:**

Good academic record with first or high second class Master's Degree in the subject. Evidence of published work/advanced studies or experience of teaching degree classes for not less than two years.

The prescribed application form may be had from the Registrar's office either personally or by sending a self-addressed envelop and stamps worth Re. 0.70 paise to cover the postage.

Applications on the prescribed form along with attested copies of degrees should reach the Registrar, University of Delhi, Delhi-7,not later than the 17th December, 1966.

The selected candidates will be required to produce the documents in original relating to their qualifications and experience etc. before the offer is made to them.

NOTE :-It will be open to the university to consider the names of suitable candidates who may not have applied. Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

JOB INDEX

Subject	*Post*	*University*
Human Geography, Industrial Management, History, Punjabi	Professors	Delhi
Botany, Chemistry, Phonetics, Linguistic Geography Buddhist Philosophy	Readers	Delhi, Poona
Botany, Punjabi, Human Geography, Organic Chemistry, Bengali, Buddhist Studies	Lecturers	Delhi, Poona
Human Geography	Curator	Delhi

UNIVERSITY DELHI

Applications are invited for the following posts:

1. **Professor** of Human Geography: Scale: Rs. 1,100—50—1,300—60—1600.
2. **Two Readers** in Botany: Scale: Rs. 700—50—1,250.
3. **One Reader** in Political Science: Scale: Rs. 700—50—1,250.
4. **One Lecturer** in Botany: Scale: Rs 400—40—800—50—950
5. **One Lecturer** in Panjabi: Scale: Rs. 400—40—800—50—950
6. **One Lecturer** in Human Geography: Scale: Rs. 400—40—800—50—950.
7. **One Curator** in Botany Department: Scale: Rs. 350—20—450—25—600.

Dearness, City Compensatory and House Rent Allowances and Provident Fund benefits admissible according to the University rules in force from time to time.

General conditions of service will be those embodied in the Agreement of Service which the teacher will have to sign before he enters upon his duties or as soon as possible thereafter.

The appointment of Lecturer in Panjabi will be temporary upto 16 October 1967 but is likely to continue. The posts of Professor and Lecturer in Human Geography have been sanctioned under the Fourth Plan but are likely to continue.

QUALIFICATIONS

(a) **For Professorship in Human Geography**
A scholar of eminence. Independent published work of high standdard and experience of teaching post-graduate classes and guilding research for a considerable period desirable.
Specialization in regional planning and experience in interdisciplinary research and regional surveys desirable.

(b) **For Readerships**
Good academic record with first or high second class Master's Degree in the subject concerned followed by a Doctorate Degree or equivalent published work. Independent published work (in addition to the published work referred to above) with at least five years' teaching experience in Honours/ Post-Graduate classes essential.

BOOKS FOR READING AND RE-READING

NOVELS

Hamsun (Nobel Prize Winner 1920):			
VAGABONDS	(Bound)	Rs.	8·00
GROWTH OF THE SOIL	(Paper)	Rs.	5·00
HUNGER	(Paper)	Rs.	3·50
PAN	(Paper)	Rs.	2·50
Hesse (Nobel Prize Winner 1946):			
THE PRODIGY	(Paper)	Rs.	3·00
Mann (Nobel Prize Winner 1929):			
THE TRANSPOSED HEADS and THE BLACK SWAN (in one volume)	(Paper)	Rs.	3·50
Laxness (Nobel Prize Winner 1955):			
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(c) **For Lecturerships**
Good academic record with first or high second class Master's Degree in the subject concerned. Evidence of published work advanced studies or experience of teaching degree classes for no tless than two years.

(d) **For the post of Curator**
Good academic record with first or high second class Master's Degree in Botany and experience of 5 years' of working in Museum, Garden and Herbarium. Experience of Systematic Botany, Economic Botany, Horticulture and Gardening desirable.

SPECIAL QUALIFICATIONS

(*i*) **For Readerships in Botany**
For one post the candidates should have special knowledge/specialization in Plant Morphology and Embryology and for the other in Nycology and Plant Pathology including tissues culture studies.

(*ii*) **For Lectuership in Botany**
The candidate should have special knowledge/specialization in either Taxonomy or Pteridophytes. Experience of experimental studies desirable.

(*iii*) **For Lectureship in Human Geography**
Specialization in Geomorphology or Political Geography or Cartography.

The prescribed application forms may be had from the Registrar's Office in respect of all the posts except that of Curator, either personally or by sending a self-addressed envelop and stamps worth Rs. 0.70 to cover the postage. The applications for the post of Curator may be made on plain paper.

Application stating full details of academic career, research, publications, branches of specialisation, accompanied by reprints of published work, and attested copies of degrees should reach the Registrar, University of Delhi, Delhi-7, not later than 17 December 1966.

The selected candidates will be required to produce the documents in original relating to their qualifications and experiences, etc., before the offer is made.

Note: It will be open to the University to consider the names of suitable candidates who may not have applied. Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

Registrar

Poetry Book Society Recommendation

The Striders

A. K. RAMANUJAN

A. K. Ramanujan was born in India in 1929 and now lives in America where he is an Assistant Professor of Linguistics in the University of Chicago. His professional concern with the structure and balance of language is reflected in the poise and movement of poems whose rhythms are as sure as they are relaxed. He writes chiefly of his experience of India, his perceptions ordered and sharpened by years of detachment in the West. Though his poems have appeared in magazines in India and on both sides of the Atlantic, this is his first published collection and it is a Poetry Book Society Recommendation for Spring 1966.

'There is some very impressive work in A. K. Ramanujan's first collection. These poems are often as ingenious in their wordcraft as they are sophisticated, unsolemn, and modern in tone. Their outstanding characteristic is a witty use of images, often combined with a strong but unruffled lyricism .... Ramanujan, living in America has produced poems in a modern American style about his Indian childhood.'
The Guardian, London

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Edited and published by Dr. Amrik Singh on behalf of the Inter-University Board of India and Ceylon, Rouse Avenue, New Delhi, and printed at New India Press, New Delhi-1.

UNIVERSITY NEWS

Vol. V No. 1 | New Delhi | January 1967

INTER-UNIVERSITY BOARD MEETS AT DELHI

17-1-67 LIBRARY MYSORE

Our Special Correspondent

At its 42nd Annual Meeting held at the University of Delhi from 15 to 17th December 1966, a wide variety of questions were considered. These ranged from the affiliation of new members to the Board to the age of superannuation of teachers.

Representatives of the Ministry of Education, the University Grants Commission, CSIR and ICAR also attended by special invitation.

In his Inaugural Address Dr. V.K.R.V. Rao, Member for Education in the Planning Commission, dwelt upon the role and significance of the Inter-University Board in the Indian university system and what its relationship with the UGC should be. Relevant extracts from his stimulating and thought-provoking address are given elsewhere in this issue.

One of the most notable recommendations of this meeting is that there should be a Standing Finance Commission unlike the present practice of setting up a Finance Commission every five years which having reported on the allocation of funds between the Centre and the States is wound up and then reappointed after five years. In terms of the recommendation made by the IUB, it has been suggested that there should be a Standing Finance Commission so that, amongst other things, funds meant for universities are not diverted to other heads but continue to be available to universities as originally determined.

With regard to the UGC

SUPPLEMENT

This issue of University News includes a 10-page supplement on Supreme Court's Judgment on Osmania University case. Text of the Judgment is reproduced here for the benefit of readers.



A group photograph taken in Delhi on the occasion of the 42nd annual meeting of the Inter-University Board.

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Amending Bill before Parliament now, the Board recommended that in the reconstituted UGC the Vice-Chancellors need not be necessarily excluded. Unlike the UGC in Great Britain the UGC in India is not a grants giving body only. It is also charged with the duty of co-ordinating and maintaining standards which by any definition, is an academic responsibility. In order to discharge this responsibility effectively the UGC must continue to have the benefit of the experience of Vice-Chancellors, among other representatives of universities.

The Board also passed the following resolution on the subject of Parliament discussing matters which impinge on the autonomy of a university:-

"RESOLVED that the Chairman, Inter-University Board of India discuss with the Chairman of the Rajya Sabha and the Speaker of the Lok Sabha the question of evolving a parliamentary convention under which matters impinging on the autonomy of a University, like the medium of education, scope and quality of research and the appointment of teachers be not accepted or discussed in Parliament".

The Board also decided to embark upon an important new project, dealing with the improvement of University Administration. A representative Working Group on University Administration has been set up under the direction of Dr. C.D. Deshmukh. It is to meet in the second week of February 1967 at Hyderabad to identify and survey the problems which need appropriate action by the Inter-University Board and the universities.

New Record in Academic Exchanges

A record number of college and University, teachers and scholars participated in the educational exchange programme between the United States and other countries in 1965-66.

There were 125,000 students involved in exchange during the academic year compared to 1,13,000 of last year. The students and scholars came to the U.S. from countries all over the world, India, Canada, Taiwan, Iran, Hong Kong, Japan Korea and Philippines together have sent 20,000 students.

Forty seven per cent of foreign students were undergraduates and 44 per cent graduates; nine per cent however did not study for any degree. Male students out-numbered women coming to the United States. Foreign students preferences for field of study have shown little change over the years— engineering chosen by 22 per cent of the total and humanities by 20 per cent, the figures being approximately the same for the last 10 years. The natural and physical sciences were the third field, selected by 18 per cent. Other major fields of study include the social sciences (15 per cent) business administration (10 per cent) medical sciences and education (each 5 per cent) and agriculture (4 per cent).

More In California

The state of California had the largest number — 16 per cent. Of the 13,017 students there, more than 7000 were in five institutions of the University of California including Standaford University, University of San Francisco and California State Polytechnic college.

New York state was second to California in foreign students enrolment. Most of the students were at New York, Columbia and Syrause Universities.

SOVIET ARCHAEOLOGIST IN INDIA

Soviet archaeologist, P. J. Boriskovsky, Professor at the Institute of Archaeology under, the Leningrad branch of the USSR Academy of Sciences, is currently on a visit to India. He is the Head of the Department of the Old Stone Age of the Institute of Archaeology.

During his three-month stay in this country, Prof. Boriskovsky, who specialises in Old Stone Age, will study the materials of ehe Stone Age of India and cxchange opinions with his Indian counterparts in this field.

He said in New Delhi that Indian archaeologists have discovered hundreds of very important and interesting sites of Old Stone Age in different parts of India. The findings and collections of Indian archaeologists would help him a lot in his work, he said.

Prof. Boriskovsky who is also a Professor in the Leningrad University is visiting the country under the Indo-Soviet cultural and scientific exchange programme Besides Delhi. he will visit Calcutta, Bombay, Poona Madras and many other places. He will also deliver lectures on archaeological studies in the Soviet Union.

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According to an analysis, 37 percent of all foreign students in United States for the academic year 1965-66 were self-supporting. The U.S. Academic institutes provided financial support for 23 per cent of the total number of students and the US Government assisted some 9 per cent of the students while foreign Governments sponsored 7 per cent and foundations and other private agenciesa added 12 per cent.

There were more than 9,000 foreign scholars, researchers, professors, faculty members and other similar academic personnel.

INTER-UNIVERSITY BOARD AND HIGHER EDUCATION

We take pleasure in reproducing here certain important portions of the inaugural address delivered by Dr. V.K.R.V. Rao at the Forty-Second annual metting of the Inter-University Board of India & Ceylon held in New Delhi on December 15, 1966 dealing with the role of IUB in the educational set-up of India.

May I begin by thanking the Vice-Chancellor of the University of Delhi, who is the host of this meeting. for his graciousness in inviting us to inaugurate this 42nd Annual Meeting of the Inter-University Board of India and Ceylon. The Inter-University Board is a premier body in the educational set-up of India and it has behind it a long and distinguished record in promotion of cooperation among Indian Universities.

Forum

It provides a forum for discussion of problems of higher education at the highest university level and also functions as the spokesman of Indian Universities as a body in their dealings with Government or other public bodies, Sometimes, there have been complaints that the Board is not a very active body; to the extent this is true, this is partly because each university is understandably jealous of its own autonomy and in fact there have not been many problems that required common handling on the part of them all. Partly, it is the result of the very modest grant that is provided for its expenditure by the Government of India, And of course, the existence of the University Grants Commission, which is not only a grant-giving body but is also charged by Parliament with the task of maintenance and coordination of standards in the universities, has certainly limited the sphere of action of the Inter-University Board. No doubt, the Inter-University Board never had mandatory powers nor did it have the power of offering financial support, its influence resting, solely on consent and persuasion.

Obviously, therefore, it could not have much of the reality of power over its members. Nevertheless, in theory, there was no limit to its sphere of influence in regard to university education. The coming of the University Grants Commission, while it has been immensely helpful in the strengthening and development of university education in general and individual universities and academic disciplines in particular, has certainly raised question about the role of the Inter-University Board. I am glad therefore that this question has now been considered by the Education Commission and that its recommendations on the subject form part of the agenda of your present meeting.

Role of Board

I must return to the subject with which I started, namely, the role of the Inter-University Board with special reference to its relation to the University Grants Commission. The Inter- University Board is a democratic and representative body of all the universities in India ; and the universities are the representatives of all their colleges, both constituents and affiliated. I would therefore venture the assertion that the Inter-University Board is the supreme body for the consideration of problems of university education and should be treated as such both by Government and by the University Grants Commission.

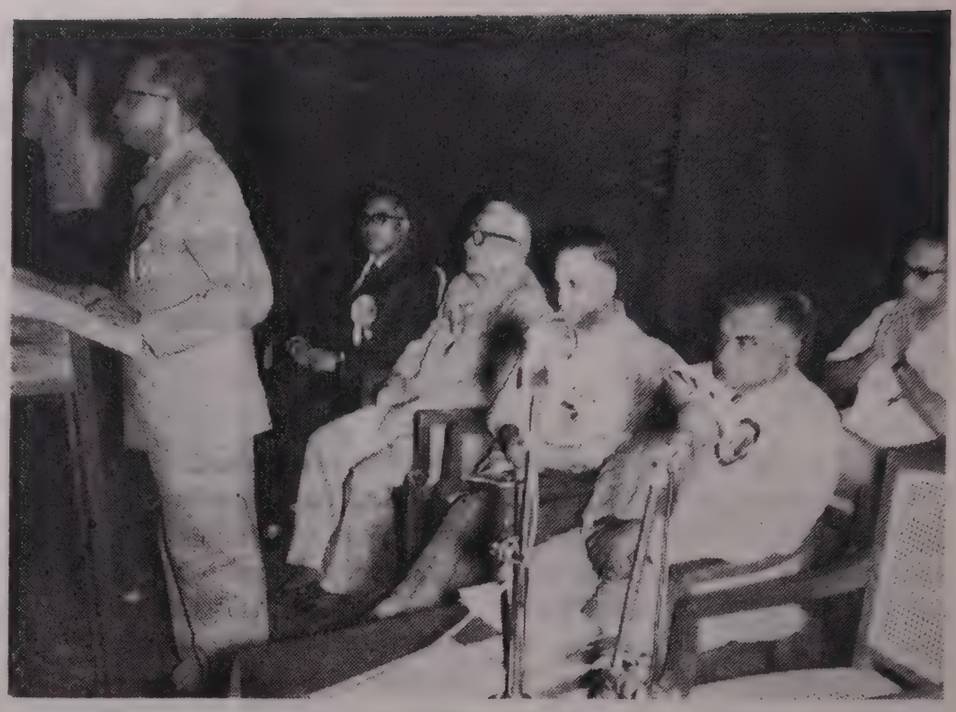
Social Institutions

I must hasten to add, however, that the concept of University autonomy or the ultimate responsibility of the Inter-University Board for the maintenance and improvement of academic standards cannot absolve the universities from their integral relationship with the nation and its needs, of which parliament is the acknowledged and authentic spokesman.

Universities are social institutions and cannot remain out side the mainstream of national development. Conventions should of course be established by which matters relating to university atuonomy are not normally discussed in Parliament, but there can be no questioning of the ultimate sovereignty of the Indian Parliament in all matters pertai ning to the national, and this ne cessarily includes higher education.

Our Parliament works under the Constitution and we function under the rule of law. I trust therefore that no unreal controversy is raised about the legal jurisdiction of Parliament, though I must add that university education is a technical subject and Parliament would be well advised to leave university matters to universities to deal with in the normal course, and intervene only by way of indicating general national requirements.

I am afraid, I have spoken at some length but I could not resist the temptation of airing my views when I had such a distinguished and respected assembly as a captive audience. I have great pleasure in inaugurating the 42nd Annual Meeting of the Inter-University Board of India and Ceylon and wishing them all success in their deliberations.



Dr. V. K .R. V. Rao is seen inaugurating the Conference of the National Association of Teacher Educators, held at Trivandrum.

TECHNICAL EDUCATION SEMINAR

The nine-day seminar on technical education in Asia concluded in Bombay recently after making several recommendations for improving technical education.

The seminar, sponsored by the UNESCO and the Union Ministry of Education. was inaugurated by Mr. Asoka Mehta, Minister for Planning and Social Welfare, at the Indian Institute of Technology in Bombay. Representatives from 14 countries participated.

The seminar, suggested that national authorities should create a "pool of technical teachers" and train them in advance to overcome the shortage of teachers.

It felt that an active participation of industry at various levels in the in-plant training schemes for technical teachers was vital. Where co-operation from industry was not adequately forthcoming, promotion of this aspect of technical education should be ensured by suitable legislative measures or fiscal relief.

Part Time Courses

Part-time courses should be accepted as a pattern of education of technicians to make fuller utilisation of the existing meagre resources of teaching facilities.

The seminar recommended that "work experience" should be introduced in the school and college curriculum because it provided the best means of developing mental, moral social and physical qualities of a pupil.

It also suggested that vocational guidance at the terminal stages of school education should form a regular part of school programme and urged the State authorities to help the school in organising such guidance.

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Bombay Seminar

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Best Shooters

Shivaji University, Kolhapur, won the All India Inter-University Shooting Championship, which concluded in Allahabad recently.

Indulkar of Shivaji University was adjudged the best shooter who secured 77 out of 100 while Samjal Verma of Allahabad University bagged 69 points to secure the second place.

CULTURAL EXCHANGE

INDO-CZECH ACADEMIC AGREEMENT

The second Indo-Czech Cultural Programme between India and Czechoslovakia for the period 1966-68 would bring the two countries closer to each other and foster friendship between the two nations. In the larger sense, it would be a step forward by these two countries for preserving peace and prosperity, said Dr Kahuda, leader of the Czechoslovak delegation in New Delhi.

The Cultural Exchange Programme between India and Czechoslovakia originated last year from the Cultural Agreement signed in 1959. Until the end of September 1966, 21 persons from Czechoslovakia had visited India and 17 persons from India had gone to that country. A Slovak Pantomime consisting of 21 members including two film experts would be visiting India shortly under the new programme. The plan of exchange of post-graduate students had been fulfilled already.

The agreement in particular, promotes the study of Indian languages (Sanskrit, Hindi, Tamil and Bengali) by Czechoslovak scholars and of Czech and Slovak languages by Indian students.

The agreement provides for visits of experts, scholars, research students and exchange of art exhibitions, cultural troupes, publications and radio programme.

FRENCH STUDIES INSTITUTE

An Institute of French Studies will be set up in India with Frenc assistance. It is likely to be established as part of he Jawaharlal Nehru University in Delhi.

The decision to set up the institute was taken at the first meeting of the Indo-French Cultural Commission held in Paris on Dec. 3. A French expert is visiting India in January to work out a blue-print for the institute.

The French Government is expected to provide the same measure of assistance for the institute as the Russians did for the Institute of Russian Studies equipment and teachers.

J. C. BOSE'S WORKS PRESENTED

Prof. A.M. Sinyukhim of Lumumba firendship University, Moscow, has presented the Bose Institute, Calcutta, a two volume work of Prof. J.C. Bose.

The edition of Bose's volumes — translated into Russian by eminent Soviet Scientist was earlier published as part of the world science classics series prepared by the Academy of Sciences, USSR.

Bose opened a new era in sciences, said Prof Sinyakhimr, and many scientists in the USSR were continuing the line of research initiated by Prof. J.C. Bose.

NCC Snippets

Award for Cadet

At an investiture ceremony held recently at Rashtrapati Bhavan, President Radhakrishnan awarded Ashok Chakra Class III to Cadet U/O Partap Singh of 10 Punjab Bn NCC, Gurudaspur, for outstanding courage and devotion to duty during the last conflict with Pakistan.

On September 13, 1965, four Pakistani planes bombed and strafed a goods train carrying oil, explosives and other inflammable material at Gurudaspur Railway Station. One of the wagons of the train caught fire in the bombing.

Sergeant Partap Singh and a band of NCC cadets took upon themselves the task of detaching the burning wagon and thus saving the rest of the train. Unmindful of their personal safety, the cadets, under the inspiring leadership of Sergeant Partap Singh pushed away the burning wagon and saved the rest oft he freight train. Partap Singh displayed in this action indomitable courage and leadership which set an example to other cadets.

Training in Gliding

Efforts are being taken to give instructions in gliding at as many centres as possible. At present cadets are taught gliding at Delhi, Ahmedabad, Coimbatore, Nagpur, Amritsar, Patiala and Kanpur.

Since the introduction of gliding as a subject of NCC training, four cadets of first Delhi Air Squadron NCC did their 'solo'. Cadets Dedar Singh, Dr. Dutta, J. Kaushik and R. Nath had completed 50 launches before being permitted to go 'solo'.

VARSITIES SOLVE CIVIC PROBLEMS

American universities are playing a vital role in helping to solve major problems of their communities. State Universities including Wisconsin have been identified since their establishment as land grant colleges for more than a hundred years.

The universities try to serve the entire community. They offer university courses to off campus students. These include correspondence courses and special extention classes. Besides they give specialised intimation in a wide varity of fields— engineering nursing, computing and teaching. Such instruction combines both theory and practice.

Ties With Agencies

The universities also help the community by establishing consultative relationship with various community agencies and organisations. They develop new teaching methods in schools, revise or expand the activities of state agencies and develop effective training programme for labour unions.

Some universities also open new agencies, either inside or outside the university, to tackle emeging problems, and meet changing conditions.

FLOATING VARSITY

S.S. 'Ryndam", a floating University with 400 American students and 45 professors, currently on a round the world study trip arrived in Bombay recently from West Asian countries.

The students and professors are from Chapman College of Orange, California, Courses are conducted abroad the ship which has a library, classroom facilities, a gymanasium and laboratories including an Oceanography laboratory. During the halt at Bombay the students attended lectures by Indian Professors.

AWARDS

States Institute Scholarships

Almost all the States of the Indian Union have instituted at the Indian School of International Studies, New Delhi, one or more scholarships for scholars hailing from their respective States to study for a doctorate in International affairs and area studies at the School.

A few State Governments have also sanctioned contingent grants to their scholars— thereby bringing the State scholarships on a par in all respects with the junior fellowships instituted by the University Grants Commission. The question of instituting a scholarship at the School is now under the consideration of the Kerala Government also it is learnt.

AWARD OF PRIZES

Two essays submitted to the Indian School of International Studies in connection with the celebration of the International Cooperation year in the field of Education and Culture have been selected for the award of prizes.

R.K. Sharma will receive the first prize of Rs. 500/- for his essay on "United Nations and the World Food Problem" while J.C. Jain will receive the second prize of Rs. 300/- for his essay on the "Role of United Nations in the Social and Economic Development of Developing Countries."

The prizes will be awarded to students at the next Convocation of the school.

Full time Indian Students in Britain

There are 4,529 full-time students and trainees from India studying in Britain today. They form the second largest group from the Commonwealth. The total number of students and trainees from overseas in Britain during 1965-66 totalled 71,387— an increase of 2,900 over the previous year.

Of 44,411 students and trainees from overseas Commonwealth countries and territories, the Indians were second in number only to Nigeria which topped the list with 6,522. Indian students comprised 1,742 postgraduates and undergraduates in British universities ; 784 in technical colleges ; 150 at Inns of Court ; 10 in colleges of education ; 329 in nursing training ; 1,240 taking practical training, including professions and industries; and 274 in other institutions, including private colleges.

SUBSCRIPTION RATES

	INDIA	*U.S.A.*	*U. K.*
One Year	Rs. 5/-	$ 3	12s.
Two Years	Rs. 10/-	$ 6	24s.
Three Years	Rs. 13/-	$ 8	32s.
Five Years	Rs. 20/-	$ 12	48s.

Advertisement tariff available on request

Single Copy : 50 Paise

STUDY OF INDIAN PHILOSOPHY IN U. S. S. R.

Prof. A.D Litman of the Institute of Asian Proples of the USSR Academy of Sciences said in New Delhi that a large number of Soviet scholars are now engaged in the study of the philosophy of the Indian and other Eastern peoples.

He referred to the various so-called histories of philosophy written by Western scholars, which did not recognise the exis tence of the philosophy of the peoples of the Eastern countries and said that they represented" a puzzled approach" to Eastern philosophy. He said that unlike these, "the approach of the Soviet scholars to the philosophy of the Eastern peoples is objective and scientific. They do not see any difference between the philosophy of the West and the philosophy of the Rast."

Classical Sources

The Soviet academician said that at present many scholars from a number of institutes and universities in the Soviet Union are actively engaged in the study of Indian philosophy, ancient, medieval and contemporary. He said that such studies were based on the classical sources, the works of Indian philosophers and the writings of Indian scholars.

Besides translating the classical works of Indian philosphy and many philosophical works of modern Indian scholars, the Soviet scholars are also bringing out original books on Indian philisophy. "We are also trying to study the different fields of Indian philosphy, such as logic, scociology", he added.

ADVANCED STUDIES IN PUNJABI

The Punjabi University will shortly set up an institute for advanced Punjabi studies and build a Punjabi Bhavan at the Campus. This is to effect integration of the various sections and cells already functioning under the plan of the University for the for the development of Punjabi language.

The main features of the paln are to make available reference literature to provide an impetus for growth of literature and to preservd and enrich the literary heritage of the Punjabi language.

The plan envisages the following schemes:

(*a*) Preparation of an encyclopaedia fo social sciences in five volumes.

(*b*) Preparation of a Punjabi University companion to Punjabi literature on the model of the Ox-ford Companion to English literature, This will provide information among, others, about mythological, religious and historical allusions, poetic and literary forms and literary trends in Punjabi literature.

(*c*) Preparation of 10 subject dictionaries in sciencies, social sciences and the humanities.

(*d*) Preparation of bilingual dictionaries - Punjabi - English, Punjab - Marathi, Punjabi-Bengali, Punjabi, Sanskrit-Hindi, Sanskrit--Punjabi-Hindi.

(*e*) Preparation of dictionaries of all allusions and proverbs of sri Adi Granth.

BOOKS FOR DEVELOPING STATES

Books for the developing nations at the rate of 2.50.000 a year—that is the target set by the Ranfurly Library Service,. which recently celebrated its foundation as an independent charitable organization.

Britain's Minister of Overseas Development, Mr. Arthur Bottomley, said that there were an estimated 40,000,000 works available in Britain. But the Ranfurly Library was also busily engaged in collecting books from other English-Speaking countries like Australia, Canada and New Zealand.

"The total of books it has so far dispatched to where they are most needed is 2,000,000" he said. "And there are 59 countries being served by this scheme".

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(*f*) Publication of popular books of literature of knowledge, science, social science and the humanities.

(*g*) Compilation of anthologies of theories of literary criticism in India and the

(*h*) Translation of 25 classics of world literature and 25 classics of Indian literature.

(*i*) Bringing out 25 Punjabi classics in the Punjabi University classics series.

(*j*) Publication of 20 books in the Men of Letters series of the Punjabi University

Campus News

Delhi University *and Delhi Zoo officials are collaborating on a research project to ascertain which species of monkeys is biologically closest to man.*

The objects of the research team are classification of monkeys or primates, finding out the relationship between 'old world' monkeys of Asia and Africa and 'new world' monkeys of Americas and the link between monkeys and men.

The primates to be covered by the project include spider monkeys, marinosets, apes, gorillas and baboons.

The research project will be based on the study of chromosome- microscopic thread like bodies in cells—which establish heredity.

Since primates are closely related to man, it is hoped that study of chromosome patterns will also throw some light on human evolution. Blood and skin samples are taken and grown in culture media for the study of chromosome pattern.

Jadavpur Varsity: A gift of one thousand Soviet books on different subjects was presented to Jadavpur University at a function held recently at Gandhi Bhawan in the University campus.

The books include scientific, technological, classical, and modern literature, political, children's literature, Russian language text-books and dictionaries. These books are pubblished in USSR in English, Hindi, Urdu and Bengali. Some of them are in Russian language.

Kurukshetra Varsity has decided to establish an institute of Yoga. It will give instruction in yogic Asanas, pranayama and kriyas. It will also hold classes in yoga theory and arrange special lectures by eminent scholars. There will be a library of books and journals on yoga attached to the institute. Later it will add therapeutic and research centres. Land has to be allotted for the Institute within the Campus.



The President, Dr. S. Radhakrishnan, is seen delivering the convocation address at Indore University.

Punjab University has decided to institute M.Sc. course in Pharmacology, B.Sc (Maternal and Child Health Nursing) B.Sc. Degree in Production Engineering and a two-year condensed course leading to B.Sc. in production Engineering.

The University has also decided to set up a Department of Mid-Eastern Studies covering the languages, literature, culture etc. of Iran and Afganistan.

The University organised a 5-day Science Conversazione in which exhibits were put up by the Departments of Anthropology, Botany, Chemical Engineering and Technology, Chemistry Biophysics, Bio-chemistry, Microbiology, Physics, Zoology, Psychology, Geology, Geography and Pharmacy".

I. I. T. Bombay : Documents were exchanged is Bombay recently between the Government of India and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) to mark the completion of the UNESCO technical assistance project No. 12 to the Indian Institute of Technology, Bombay.

Most of the help for the IIT, Bombay, came from the USSR in the form of equipment and staff. The growth of the Institute witnessed an unprecedented era of international cooperation.



The President receiving the degree of Doctor of Letters, Honoris Causa, from the Chancellor of Indore University.

Mysore University has granted permission to failed candidates to reappear for the first examination of the four-year degree course in Technology to clear the two additional subjects (1) Electrical Engineering and (*ii*) Mechanical Engineering.

The All India Institute of Speech and Hearing has been admitted as a college under the University of Mysore.

The University will institute the Masters course in Social work.

The Academic Council has approved introduction of a three-year Degree Course in Law. The Council has also approved the introduction of Physiology of Reproduction as one of the special subjects at the Post-graduate (Two-year) Course in Zoology.

The Maharaja's College., Mysore, has started M.S.c. Course in speech and Audiology.

Central Food Technological Research Institute, Mysore, has developed a new improved hot-soaking process for parboiling of paddy.

The wax emulsion process developed by the Institute has helped to extend the storage life of fruits and this is being used by several States to step up the export of bananas.

The CFTRI is conducting research on 'instant tea' which is useful for iced tea.

Among other processes released to industry are improved vacuum tester for canned food, curing of freshly harvested paddy or rice, multi-purpose rice, multi-purpose food, tonic or medicated wine from indegenous fruits, grain storage and high protein biscuits.

Kerala University Psychology Department has undertaken a four year scheme "Survey Methodology for Measurement of fertility.

The department is also conducting a research study to measure effectiveness of sterilization in reducing birth rates.

Lucknow University- is to constitute joint committees —faculty-wise —incorporating student representatives for redressing the grievances of students. The day scholars will be grouped into small units so that they can easily be in contact with the teaching staff with a view to bettering the student-teacher relationship. The University is approaching the State government for a grant for the construction of a recreation centre and a swimming pool.

Colleges for Special

	1950-51			1955-56			1956-57		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1. Number of Colleges	85	7	4	98	14	112	112	16	128
2.Enrolment by type of colleges	5,624	1,757	7,381	8,959	4,356	13,316	9,916	5,373	15,289
3. Enrolment by courses	5,573	1,767	7,340	8,589	3,294	11,883	10,097	3,806	13,902
4. Number of teachers ..	831	73	904	1,143	156	1,299	1,426	204	1,630
5. Pupil teacher ratio ..			8			10			9
6. Expenditure by sources: (Rs. in 000's)	10,64	25	10,89	16,62	1,56	18,18	25,90	2,72	28,82
Government Funds ..	(55·3)	(8·3)	(49·0)	(55·0)	(25·5)	(50·0)	(64·0)	(33·4)	(58·8)
Local board Funds ..	25	2	27	16	..	16	20	..	20
	(1·3)	(0·6)	(1·27)	(0·5)	(—)	(0·5)	(0%5)	(—)	(0·4)
Fees	1,13	1,51	2,64	2,90	2,56	5,46	3,57	2,88	6,45
	(1·5)	(50·2)	(11·9)	(9·6)	(41·8)	(15·0)	(8·8)	(35·3)	(13·3)
Other Sources ..	7·21	1·23	8·44	10·55	2·00	12·55	10·82	2·55	13·37
	(37·5(	(40·9)	(37·9)	(34·9)	(32·7)	(34·5)	(26·7)	(31·3)	(27·5)
Total	19·23	3,01	22·23	30·23	6,12	36·35	40·49	8,15	48·64
	(100·0)	(100·0)	(100·0)	(100·0)	(100·0)	(100·0)	(100·0)	(00·0)	(100·0)
7. Expenditure on Salaries of teachers (Rs. in 000s')	13,50	1,47	14,97	19,97	3,47	23,44	36,46	4,02	30,28
8. percentage of Exp. on salaries of teachers to total exp.			(67·3)			(64·5)			(62·7)
9. Average annual salary per teacher (Rx.) ..			1,656·0			1,804·5			1,869·9
10. Average annual cost per pupil (Rs.)			301·3			273·0			313·1

UNIVERSITY NEWS

SUPPLEMENT

SUPREME COURT'S VERDICT ON OSMANIA VARSITY CASE

In response to various requests for a copy of the Judgment which the Supreme Court delivered on 9th December 1966 in the case of Dr. D.S. Reddi, Vice-Chancellor, Osmania University, Hyderabad, the full text of the judgment is given below:-

Court, is directed against the order dated October 13, 1966, passed by the Andhra Pradesh High Court, dismissing Writ Petition No. 953 of 1968, filed by the appellant, under Article 226 of the Constitution.

The appellant filed the said writ petition under the following circumstances. The appellant was the Vice-Chancellor of the Osmania University, having been appointed, as such, by order dated April 30, 1964, passed by the Governor of Andhra Pradesh, in his capacity as Chancellor of the said University. The appointment of the appellant, under the said order, as Vice-Chancellor, there is no controversy, was for a term of five years from the date of taking charge; and the appointment itself was made under sub-(1) of s. 12 of the Osmania University Act, 1959 (Andhra Pradesh Act No. IX of 1959). There is, again, no controverssy, that the appellant took charge as Vice-Chancellor, in terms of the said order, on April, 30, 1964 and, as such, he became entitled to hold office for the full period of five years, which will expire at the end of April 1969.

Charter

The Osmanja University was established in 1918 and the administration of the University was then governed by a Charter of His Exalted Highness, the Nizam of Hyderabad, promulgated in 1947. With effect from November, 1, 1956 the state of Hyderabad ceased to exist, and the Telengana region of that State became part of Andhra Pradesh. In 1959, the Andhra Pradesh Legislature passed the Osmania University Act, 1959; earlier referred to. That Act itself was one to amend and consolidate the law relating to the Osmania University. It is only necessary to note, at this stage, that under s. 12 (1) of the said Act, it was provided that the Vice-Chancellor shall be appointed by the Chancellor from a panel of not less than three persons selected by a Committee, as constituted under sub-s. (2); but, if the Chancellor does not approve any of the persons so selected he may call for a fresh panel from the Committee. Section 13, again, provided for the term of office, salary and allowances etc., of the Vice-Chancellor. Under sub-s(1), the term of office of the Vice-Chancellor was fixed for a term of five years and there was also a further provision to the effect that he shall be eligible for reappointment.

By s.51 of the said Act, the Osmania University Revised Charter of 1947 was repealed; but, nevertheless, it was provided that the person holding office immediately before the commencement of the Act

as Vice-Chancellor, was to be the Vice-Chancellor on such commencement of the Act, and was to continue to hold the said office, in circumstances mentioned therein.

There is, again, no controversy that the appellant, who was already the Vice-Chancellor of the Osmania University from 1957, was again appointed in 1959, as Vice-Chancellor for a period of five years under this Act; and he was similarly appointed for a further term of five years, on April 13, 1964, as Vice-Chancellor, as mentioned earlier. During the middle of 1965, certain amendments were sought to be introduced in the Act by providing for removal of the Vice-Chancellor, by the Chancellor, from office under certain circumstances. There was also a proposal to reduce the term of office of the Vice-Chancellor from 5 years to 3 years, from the date of his appointment, and for provisions being made enabling the Government to give directions to the University relating to matters of policy to be followed by it.

Amendments

The amendments sought to be introduced in the Act, appear to have come in for considerable criticism from several quarters, and these have been elaborately dealt with in the order, under attack. According to the appellant, he was one of those who very strenuously opposed the proposed amendments on the ground that the autonomy of the University was sought to be interfered with by the Government. According to the appellant, again, the various criticisms made by him and others were taken note of by the Inter-University Board, by the Education Minister of the Union and others. It is the further case of the appellant that it was felt by the Government of Andhra Pradesh that he was responsible for the agitation that was being made, against the proposed amendments. But, ultimately, the Andhra Pradesh Legislature passed the Osmania University (Amendment) Act, 1966 (Act II of 1966), amending the Osmania University Act of 1959 in certain particulars. The said amendments are to the effect that the Vice-Chancellor shall not be removed from office, except as provided for in s. 12(2) of the amended Act. The term of office was also fixed at 3 years under the amended s.13. Another provision relating to the power of Government to give instructions to the University was also introduced, as s. 7A., but the appellant continued as Vice-Chancellor.

Sect 13 A

The Osmania University Act, was again amended by the Osmania University (Second Amendment), Act, 1966 (Act XI of 1966). Under this amendment, s.13 A was enacted. In brief, that section was to the effect that the person holding the office of the Vice-Chancellor, immediately before the commencement of the amending Act of 1966, was to hold office only until a new Vice-Chancellor was appointed under sub-s (1) of s. 12; and it also provided that such appointmet shall be made within 90 days after such commencement. There was a further provision that on the appointment of such new Vice-Chancellor, and on his entering upon his office, the person holding the office of Vice-Chancellor immediately before such appointment, shall cease to hold that office. Section 7-A, which had been introduced by Act II of 1966, was deleted. Section 33-A was enacted, making special provision as to the re-constitution of the Senate, Syndicate, Academic Council and Finance Committee of the University.

The appellant filed Writ Petition No. 853 of 1966 in the High Court, Praying for the issue of a writ or order declaring s.5 of the Osmania University (Second Amendment) Act, 1966, which introduced s.13A in the original Act, as unconstitutional and void. In that writ petition, he challenged the validity of the new Section, s.13.A, on several grounds. In brief, his plea was that by virtue of this appointment as Vice-Chancellor for 5 years on April 30, 1964 he had acquired a vested right to hold that office for the full term and that such a vested right could not be taken away during the currency of the period, by any legislative enactment. The legislature had no competence to enact the said provision inasmuch as s.13A could not be treated as legislation in respect of University education. The appellant had also pleaded that the provision virtually amounted to removal of the appellant from his office without giving him any opportunity to show cause against such removal. According to the appellant, even assuming the Legislature was competent to enact the provision in question, nevertheless, s. 13A is unconstitutional and void, inasmuch as it offends Article 14 of the Constitution.

Other Grounds

We do not think it necessary to advert, elaborately, to the various other grounds of attack levelled against the constitutional validity of the provision in question, which have, no doubt, been dealt with by the High Court, because, for the purpose of disposing of this appeal, in our opinion, it is enough to refer to the grounds of attack, taken by the appellant regarding the constitutionality of s.13A. based upon Art 14 of the Constitution.

So far as this aspect is concerned, according to the appellant, s.9 of Act II, of 1966 amended the Act of 1959 by incorporating new sub-s (1) and (2) in s.12. Under sub-s(1) of s.12, the Vice-Chancellor is to be appointed by the Chancellor. Under sub-s (2), the Vice-Chancellor shall not be removed from his office except by an order of the Chancellor passed on the ground of misbehaviour or incapacity; and it also provided for such an order being passed only after due enquiry by a person who is or has been a judge of a High Clurt or the Supreme Court, as may be appointed by the Chancellor, and the Vice-Chancellor being given an opportunity of making his representation against the removal. Therefore,

in view of these provisions, the Vice-Chancellor could not be removed by the Chancellor without any cause, without reason, without enquiry and without an opportunity being given to him to show cause against removal. This provision applied to the appellant, who was in office, on the date of passing the Act II of 1966, as well as Act XI of 1966. Nevertheless, s.5 of Act XI of 1966 incorporated s.13A in the principal Act. Under that section, not only has power been conferred on the Chancellor, but also a duty imposed, so to say, on him, to remove the appellant, who was the Vice-Chancellor, without any reason or justification or even giving an opportunity to him to show cause against such removal. No enquiry, before ordering such removal, is contemplated under this section. Further, while as Vice-Chancellor, who is appointed after the passing of Act XI of 1966, cannot be removed from office, except in accordance with the provisions of sub-s (2) of s.12, the appellant, who was already in office, could be arbitrarily and illegally removed under s.13A of the Act. There is no provision, again, similar to s. 3A. applicable to a Vice-Chancellor, appointed after the coming into force of the amending Act. Therefore, according to the appellant, the provisions contained in s.13A are clearly directed only against him, as he was the person holding office, prior to the amending Act, and therefore it is a clear case of hostile discrimination.

Differentiation

Further, according to the appellant, persons appointed as Vice-Chancellor, constitute a group and must be considered as persons similarly situated and they must be treated alike; Whereas, by virtue of s.13A,a differentiation is made between the appellant, who was a Vice-Chancellor on the date of the commencement of the Amending Act and other persons who are to be appointed as Vice-Chancellors thereafter. This differentiation, according to the appellant, is again without any basis; nor has such a classification, any reasonable relation to the main object of the legislation.

The appellant also relied on s.13A, introduced by s.6 of the Act XI of 1966, relating to the reconstitution of the Senate, Syndicate, Academic Council and the Finance Committee and pleaded that whereas those academic bodies or authorities were allowed to continue without any time-limit and to function until they were reconstituted, regarding the Vice-Chancellor alone, a period of 90 days had been fixed, under the Amending Act, within which the Chancellor was bound to appoint another Vice-Chancellor. This, again, is a clear proof of discrimintaion against the appellant.

The respondents controverted the stand taken on behalf of the appellant. Apart from supporting the competency of the Legislature to enact the measure, in question, they urge that Act 14. of the Constitution has no application at all. According to the respondents, inasmuch as the term of office of the Vice-Chancellor had been reduced to 3 years, as per Act II of 1966, it was thought fit by the Legislature to provide for the termination of the office of the Vice-Chancellor, who was holding that post, at the commencement of Act XI of 1966, as also for the appointment of a new Vice-Chancellor. It was, under those circumstances, that s.13A was incorporated in the Act of 1959, by s.5 of Act XI of 1966. They also referred to similar provisions, which were incorporated in the two enactments relating to the two other Universities in the State, viz., the Andhra University and Sri Venkateswara University.

Term of Appointment

The respondents further pleaded that Act II of 1966 placed the Vice-Chancellor, who was already appointed and who was functioning prior to that Act, in the first category, as a class apart, from the Vice-Chancellors who were to be subsequently appointed and who were to function, after the passing of the said Amending Act, in the second category; both in the matter of the mode of appointment, as well as the term of appointment. The Vice-Chancellor, viz., the appellant, who was in office, on the date of the passing of Act XI of 1966, according to the respondents, therefore, fell into a class all by himself and, as such, came under a third category; and the legislatures thought fit to take into account the special features relating to him and, therefore, made separate provisions regarding the termination of his office. Therefore, a suitable provision was made, by enacting s13A, in respect of the existing Vice-Chancellor who was treated as a class, by himself.

The respondents also claimed that the Legislature was entitled to treat the Vice-Chancellor, who was then in office, as a class by himself and make suitable provisions with regard to the termination of his office, and therefore, a legislation made on that purpose, and on that basis, was constitutionally valid. The charge of hostility towards the appellant, or any attempt to effect discrimination, was stoutly denied by the respondents. The respondents, therefore, urged that the classification of the appellant, as a separate class, was proper and such a classification had a reasonable nexus, with the object of the amending legislation.

Curtailment

The respondents further pleaded that the curtailment of the term of office of an existing Vice-Chancellor by a statute, enacted by a competent Legislature, does not amount to 'removal' of the Vice-Chancellor for sufficient and proved cause. The respondents also urged that academic bodies or authorities like the Senate, Syndicate and the Academic Council are not similarly situated like the Vice-Chancellor, either in the matter of appointment or constitution,

or in exercising functions under the statute; and therefore, the appellant, according to them; was not entitled to place any reliance on s33.A, introduced by s.7 of the Act XI of 1966. For all these reasons, they urged that Act. 14 of the Constitution was not violated by the Legislature in enacting s.13A.

Before we refer to the findings recorded by the learned Judge of the High Court, this will be a convenient stage to refer to the material provisions of the statutes, concerned. We have already mentioned that the appellant was functioning as the Vice-Chancellor of the Osmania University, even from 1957, i.e., even before the Osmania University Act, 1959, was passed. We have also indicated that the administration of the University was then governed by a Charter promulgated in 1947. The Osmania University Act, 1959 (Act IX of 1959). (hereinafter called the Act). was passed in 1959 and published in the State Gazette on February 2, 1959. Section 3 of the Act provided that the University, established by the Revised Charter promulgated by H.E.H. the Nizam of Hyderabad, on December 8, 1947, and functioning at Hyderabad immediately before the commencement of the Act, be reconstituted and declared to be a University by the name of 'Osmania University'. The said section also provided that the University would be a residential teaching and affiliating University consisting of a Chancellor, a Pro-Chancellor, a Vice-Chancellor, a Senate, a Syndicate and an Academic Council.

Panel

Section 12(1) provided for the appointment of the Vice-Chancellor by the Chancellor, from a panel of not less than three persons selected by a committee, as constituted under sub-s.(2) thereof. But, if the Chancellor did not approve any of the persons so selected, he could call for a fresh panel from the committee. Sub-section (2) provided for the constitution of the committee.

Section 13 provided for the term of office, salary, allowances etc., of the Vice-Chancellor. Under sub-s(1) the Vice-Chancellor was to hold office for a term of 5 years and he was eligible for re-appointment. There was proviso to the effect that the Vice-Chancellor shall continue to hold office after the expiry of his term of appointment, for a period not exceeding six months, or until his successor is appointed and enters upon his office, whichever is earlier. Sub-s(6) provided for the filling up of the vacancy, in the post of the Vice-Chancellor, when it fell permanently vacant; and a Vice-Chancellor so appointed as per sub-ss. (1) and (2) of s. 12, was to hold office for a full term of 5 years.

Section 51(1) repealed the Osmania University Revised Charter, 1947; but sub-s (2) provided that notwithstanding such repeal, the person holding office immediately before the commencement of the Act, as Vice-Chancellor, shall, on such commencement, be the Vice-Chancellor of the University and he was entitled to hold office until a Vice-Chancellor is appointed in accordance with the Act.

It will be noticed, by the above reference to the material provisions of the Act, that there was no provision for removal of a Vice-Chancellor; and that the appointment of a Vice-Chancellor was to be by the Chancellor, as provided for in s. 12. The term of office of the Vice-Chancellor was 5 years and he was eligible for re-appointment. The appellant, who was already a Vice-Chancellor, functioning under the Charter of 1947, was entitled to continue, and did continue, as the Vice-Chancellor, by virtue of s.51 of the Act. He was also, as already mentioned originally appointed as Vice-Chancellor for a period of 5 years under the Act, in 1959.

Act Amended

The Act was amended in certain particulars by the Osmania University (Amendment) Act, 1966 (Act 11 of 1966) (hereinafter called the First Amendment Act). The First Amendement Act received the assent of the Governor on January 29, 1966. Section 6 of the First Amendment Act, introduced s.71, which we set out:

> "7A. **Instructions by the Government**—The Government, may; after consultation with the University give to the University, instructions relating to matters of educational policy such as . pattern of University education, medium of instruction and establishment of post-graduate centres, to be followed by it.
>
> (2) In the exercise of 'its powers and performance of its functions under this Act, the University shall comply with the instructions issued under sub-section (1)."

Similarly, s.9 incorporated new sub. ss (1) and (2) in s. 12 of the Act, as follows.

> "12 (1) The Vice-Chancellor shall be appointed by the Chancellor.
>
> (2) The Vice-Chancellor shall not be removed from his office except by an order of the Chancellor passed in the ground of misbehaviour or incapacity and after due inquiry by such person who is or has been a judge of a High Court or the Supreme Court as may be appointed by the Chancellor, in which the Vice-Chancellor shall have an opportunity of making his representation against such removal.

Section 10, while effecting certain other amendments to s.13 of the act, incorporated a new sub-s (1), as follows.

> "13.(1) Subject to the provisions of sub-section

(2) of section 12, the Vice-Chancellor shall hold office for a term of three years from the date of his appointment and shall be eligible for re-appointment to that office for another term of three years only;

Provided that the Vice-Chancellor shall continue to hold office after the expiry of his term of appointment for a period not exceeding six moths or until his successor is appointed and enters upon his office, whichever is earlier.

It was this Amendment Act, when it was in the Bill stage, that appears to have been severely criticised by various authorities on the ground that the autonomy of the University was sought to be interfered with by the Government. In that connection, the appellant also appears to have made several statements criticising the provisions sought to be incorporated in the Act. It is also on record that counter-statements were made on behalf of the Government meeting these criticisms regarding the proposed amendments. They have been dealt with by the High Court rather elaborately; but, we do not propose to go into those matters, for the purpose of this appeal.

Reduction

By virtue of the amendments effected and referred to above, it will be seen that the term of office of the Vice-Chancellor has been reduced from 5 years to 3 years. The manner of appointment of the Vice-Chancellor has also been changed and a provision is contained for removal of the Vice-Chancellor from his office, but that can be done only in accordance with the provisions contained in s.12 (2) of the Act. Section 7A gives powers to the Government to give instructions to the University relating to matters of major educational policy; and it is made obligatory on the University to comply with such instructions issued by the Government.

As we have already stated, the appellant was again appointed as Vice-Chancellor for a period of 5 years on April 30, 1964; and he was continuing, in office when the First Amendement Act was passed. One of the claims that is made by the appellant, in these proceedings, is that he is entitled to the protection conferred by s.12 (2) of the Act referred to above There does not appear to be any controversy that any appointment of a Vice-Chancellor was made, after the passing of the First Amendemtn Act.

Assent

The Act was further amended by the Osmania University (Second Amendment) Act, 1966 (Act XI of 1966) (to be referred to as the Second Amendment Act). It received the assent of the Governor on May 16, 1966. Section 2 of the Second Amendment Act, omitted s.7A of the Act, Section 5 of the Second Amendment Act, which introduced new s13A in the Act, and which provision is the subject of attack in these proceedings, is so follows.

"13 **A Special provision as to the appointment of a new Vice-Chancellor**—Notwithstanding anything in this Act, the person holding the office of the Vice-Chancellor immediately before the commencement of the Osmania University (Second Amendment) Act, 1966, shall continue to hold that office only until a new Vice-Chancellor is appointed by the Chancellor under sub-section (1) of section 12 and enters upon his office; and such appointment shall be made within ninety days after such appointment. On the appointment of such new Vice-Chancellor and on his entering upon his office, the person holding the office of the Vice-Chancellor immediately before such appointment shall cease to hold that office."

Again s.6 of the Second Amendment Act, incorporated s.33A in the Act, which again is as follows:

"s. 33A. **Special provision as to the reconstitution of the Senate, Syndicate, Academic Council and Finance Committee**:—Nothwithstanding anything in this Act, the members of the Senate, the Syndicate, the Academic Council and the Finance Committee constituted and functioning before the commencement of the Osmania University (Amendment) Act, 1966, shall continue to be such members and function only until a new Senate, Syndicate, Academic Council or Finance Committee, as the case may be, is reconstituted under this Act On the reconstitution of such new Senate, Syndicate, Academic Council or Finance Committee, the members of the Senates other than the life members thereof, the member of the Syndicate, Academic Council or Finance Committee, as the case may be holding, office immediately before such reconstitution, shall cease to hold that office."

Even according to the respondents, s.13A was incorporated for the purpose of terminating the services of appellant as Vice-Chancellor, so as to enable the Chancellor to make a fresh appointment of a Vice-Chancellor. We have referred to s33A of Act, because the appellant's case was also to the effect that with regard to the Senate, Syndicate, Academic Council etc., there is no provision similar to s.13A of the Act, though they are also similarly situated like him.

Findings

The findings of the learned Judges of the High Court may now be briefly summarised:

(1) Andhra Pradesh Legislature was competent to enact s.5 of the Second Amendment Act.

The said section does not contravene Art.19 (1) (f) of the Constitution.

(2) The appellant was holding the office of the Vice-Chancellor when the Act came into force and continued under s.51 (12) thereof as Vice-Chancellor until the Chancellor passed an order in 1959 appointing him once again under the Act.

(3) Section 13(1) as, introduced by the First Amendment Act, is not retrospective and the right of the appellant to continue as Vice-Chancellor for the full term of 5 years stood unaffected and the new s.13(1) does not apply to him.

(4) The new s.12(2) as introduced by the First Amendment Act, is not applicable to the appellant.

(5) Sections 12(2), and 13A of the Act do not cover the same field, Section 12(2) provides for removal by way of punishment and its operation is on different field from that of s.13A where the cessetion of office is due to a curtailment of the term. Section 12(2) spplies only to the future Vice-Chancellor and s.13A is solely applicable to the existing Vice-Chancellor, the appellant.

Regarding the attack on s.13A, on the basis of Art. 14 of the Constitution that there is an unreasonable discrimination, the learned Judges were of the view that the said section did not suffer from any such infirmity. The learned Judges held that the impunged legislation had resulted in classifying Vice-Chancellors under two categories, (a) the appellant, as the existing Vice-Chancellor falling under the first category; and (b) the future Vice-Chancellor, to be appointed under the Act, who falls under the second category. According to the High Court, the object sought to be achieved by such classification as could be seen from the objects and reasons of the Second Amendment Act, 1956, was to give effect to the reduced term of 3 years fixed under s.13(1) of the Act after the First Amendment. The High Court further held that the classification adopted by s.13A of putting the appellant, as the existing Vice-Chancellor, in a class by himself, is founded on an intelligible differentia, which distinguishes the appellant from future Vice-Chancellors, and that this differentia has a rational relation to the object sought this connection, the learned Judges also advert to the similar provisions enacted at about the same time, in the Andhra Univerrity Act, 1925, and the Sri Venkateswara University Act, 1954.

The High Court is also of the view that the Legislature must have taken into account the fact that the appellant has already put in more than 6 years of service as Vice-Chancellor, for treating him as a class by himself, as distinct from future Vice-Chancellors, who are to be appointed and, as such, have not put in any service at all. The learned Judges have, no doubt adverted to the fact that the appellant has got an eventful record of efficient service, full of recognition and appreciation, but the appellant cannot plead those circumstances when a competent legislature has passed a valid legislative measure, under which he has to lose his office.

Not Vitiated

Ultimately, on these findings, the High Court came to the conclusion that s.5 of the Second Amendment Act, introducing s.13A in the Act, is not vitiated by any infirmity, as alleged by the appellant, and, finally, dismissed the appellant's writ petition.

The appellant has again raised, no doubt, most of the contentions that were taken before the High Court. But the main ground of attack that has been pressed before us, by learned Council for the appellant, is the one based upon Art. 14 of the Constitution. The findings recorded, and the views expressed, by the High Court are sought to be sustained by the learned Additional Solicitor General, appearing for the respondent. But, we do not think it necessary to go into the larger controversy that has been raised by the appellant, before the High Court, in view that we take, that the appellant must succeed in respect of the attack levelled against the impugned provision, based upon Art. 14 of the Constitution. As to whether the criticism, made by the appellant about the proposals to amend the Act, was or was not responsible for the passing of the legislation in question, does not assume much of an importance; because, the simple question is whether the provision, s.13A, as it now stands in the Act, is violative, in any manner; of Art, 14 of the Constitution If the answer is 'yes', it is needless to state that provision will have to be struck down. Therefore, we are confining our attention only to the provisions of the Act and we will refer to any other circumstance that is brought to our notice only for the limited purpose of considering the ground of attack based upon Art. 14 of the Constitution.

According to Mr. Setalvad, the appellant is entitled to take advantage of the provisions of s.12(2) of the Act. On the date of the passing of the First Amendment Act, the appellant was, admittedly, a Vice-Chancellor and he had been continuing as such. He cannot be removed from his office, except in accordance with the provisions of s.12 (2) of the Act. But, in view of s.13A of the Act, introduced by the Second Amendment Act, the appellent is forced out of his office, within 90 days of the passing of the Second Amendment Act. The creation of two classes of Vice-Chancellors, viz., of Vice-Chancellors appointed under the Act and the Vice-Chancellor who was in office at the commencement of the Second Amendment Act, is not on any rational basis. Persons appointed as Vice-Chancellors, constitute

a group, and the impugned provision makes a differentiation between the person who is a Vice-Chancellor then and other persons who are to be appointed Vice-Chancellors thereafter, for which differentiation there is absolutely no basis. Further, even if it can be stated that there is any basis for the said classification, nevertheless, there should be a nexus or connection between the basis of the calssification and the object of the legislation, which again, is lacking in this case.

No Provision

Mr. Setalvad further urged that while the services of a Vice-Chancellor, appointed under the Act, could be terminated only in accordance with the provisions contained in s.12(2) of the Act, the appellant's services could be terminated under s.13A. without adopting the procedure laid down in s.12(2) of the Act. There was also no provision in the Act, Mr. Setalvad pointed out, making s. 13(2) applicable to Vice-Chancellors to be appointed in future. Though the term of office of a Vice-Chancellor has been fixed under the Act, even after the amendments, as three years, and that may apply to all the Vice-Chancellors, so far as the appellant is concerned, his term has been reduced or restricted to 90 days under s. 13A of the Act.

Mr. Setalvad again urges that even assuming that it is open to the Legislature, in an appropriate case, to make provisions applicable to only one individual or a group of individuals, nevertheless it is well-established by this Court, that the classification that is effected by the statute must be a classification founded on an intelligible differentia and that differentia must have a rational relation to the object sought to be achieved by the statute. Applying these two tests, learned counsel urges, that the impugned legislation must be considered to be violative of art. 14 of the Constitution.

The learned Additional Solicitor General has urged that the term of office of the Vice-Chancellor has been reduced to three years by the First Amendment Act. The Legislature, in order to give effect to this provision and to enable fresh appointments to be made under the Act, has enacted s.13A. That section has, necessarily, to apply only to persons like the appellant who are holding office at the time when these provisions came into force. Such a provision, in the nature of things, cannot apply to Vice-Chancellors who are to be appointed in future under the Act. Therefore it is wrong to state that all Vice-Chancellors irrespective of the manner or mode under which they are appointed, in present or in future, fall under the same category. Further, the appellant has been a Vice-Chancellor for nearly 7 years. The Legislature, the learned Solicitor points out, having regard to these circumstances, has chosen to treat the appellant, the Vice-Chancellor holding office on the date of the Second Amendment Act, as a class by himself and has differentiated him from person to be appointed Vice-Chancellor for the first time. Such a classification, is reasonable and it has not a rational relation to the object sought to be achieved by the Second Amendment Act, viz., bringing about uniformity in the tenure of three years of office for all Vice-Chancellors. The learned Solicitor points out further the appellant is not entitled to the benefit of s. 12(2) of the Act. The Legislature was comepetent to enact the measure, in question, and the object of the Legislature was to give effect to the amended provisions and early as possible. He pointed out that similar provisions were also made in two other enactments at about the same time, viz., in the Andhra University Act, 1925, and the Sri Venkateswara University, Act, 1954. It may be that the Legislature could have adopted another method for replacing the present Vice-Chanceller, but that is a matter of policy. which cannot be reviewed by the Courts, so long as the Legislature had the competence to enact the measure and the provisions, so enacted, do not suffer from any other legal infirmities.

Principles

We have given due consideration to the various contentions placed before us by Mr. Setalvad, learned Council for the appellant, and the learned Additional Solicitor-General, on behalf of the respondents; but we are not inclined to agree with the contentions to the learned Additional Solicitor General.

The principles to be borne in mind, when a question arises under Art. 14 of the Constitution, have been laid down in several decisions, by this Court, on a number of occasions. *In Budhan Choudhry v. The State of Bihar* (1) Das J., speaking for the Court, said:

> "It is now well-established that while article 14 forbids class legislation, it does not forbid reasonable classification for the purposes of legislation. In order, however, to pass the test of permissible classification two conditions must be fulfilled, namely, (1) that the classification must be founded on an intelligible differentia which distinguishes persons or things that are grouped together from others left out of the group, (ii) that that differentia must have a rational relation to the object, sought to be achieved by the statute in question."

Therefore, it will be seen that in order to accept a classification as permissible and not hit by Art. 14, the measure in question will have to pass the two tests laid down in the above dicision. The observations, extracted above, have been quoted by Das, C. J. in *Ram Krishana Dalmia v. Shri Justice S.B. Tandoklar.*

(2). It is no doubt true, as pointed out by the learned Additional Solicitor General, that a statute may direct its provisions against one individual person

or thing, or against serveral individual persons or things. But, before such a provision can be accepted as valid, the Court must be satisfied that there is a reasonable basis of classification which appears on the face of the statute itself, or is deducible from the surrounding circumstances or matters of common knowledge. If no such reasonable basis of classification appears on the face of the stature, or is deducable from the surrounding circumstances the law will have to be struck down as an instance of naked discrimination.

Presumption

It should also be borne in mind that there is always a presumption in favour of the constitutionality of an enactment and the burden is upon the party who attacks the same as unconstitutional to, show that there is a clear transgression of the constitutional principles; but, as observed by Das C.J., in *Ram Krishan Dalmia's case* (2), at p. 297.

> "While good faith and knowledge of the existing conditions on the part of a legislature are to be presumed, if there is nothing on the face of the law or the surrounding circumstances, brought to the notice of the court on which the classification may reasonably be regarded as based, the presumption of constitutionality cannot be carried to the extent of always holding that there must be some undisclosed and unknown reasons for subjecting certain individuals or corporations to hostile or discriminating legislation."

Having due regard to the principles referred to above; we now proceed to consider as to whether the appellant has been able to establish that s.5 of the Second Amendment Act, introducing s.13A in the Act, is discriminatory and, as such, violative of Art. 14 of the Constitution.

We have already stated that the appellant was appointed, under thc Act, for a further term of 5 years as Vice-Chancellor, on April 30, 1964, and he was continuing in office, as such, at the time when the two Amending Acts were passed; and, normally, he would be entitled to continue in that post for the full term, which will expire only at the end of April 1969. The First Amendment Act provided, in s.12 of the Act, that the Vice-Chancellor is to be appointed by the Chancellor, but s12(2) specifically provided that the Vice-Chancellor shall not be removed from his office except by an order of the Chancellor passed on the ground of misbehaviour or incapacity and, after due inquiry by such person who is, or has been, a Judge of a High Court or the Supreme Court, as may be appointed by the Chancellor, It was also provided that the Vice-Chancellor was to have an opportunity of making his representation against such removal, *Prime Bacie*, the provisions contained in sub. 2 s(2) of s.12 must also apply to the appellant, who did continue in office even after the passing of the First Amendment Act. No doubt the term of office of the Vice-Chancellor was fixed at 3 years under s13(1) of the Act. But no provisions were made in the First Amendment Act regarding the termination of the tenure of office of the Vice-Chancellor who was then holding that post.

There can be no controversy that s. 13A, introduced by s.5 of the Second Amendment Act. deals only with the appellant. In fact, the stand taken on behalf of the respondents in the counter-affidavit filed before the High Court, was to the effect that the Legislature had chosen to treat the Vice-Chancellor holding office at the time of the commencement of the Second Amendment Act, as a class by himself and with a view to enable for Chancellor to make fresh appointments, s.13A of the Act was enacted.

Application of Sec.

Therefore, it is clear that s.13A applies only to the appellant. Though, no doubt, it has been stated, on behalf of the respondents, that similar provisions were incorporated, at about the same time, in two other Acts. relating to two other Universities, viz., the Andhra University and the Sri Venkateswara University, and though this circumstance has also been taken into account by the learned Judges of the High Court, in our opinion, these provisions have no bearing in considering the attack levelled by the appellant on s.13A of the Act.

This is a clear case where the statute itself directs its provisions, by enacting s. 13A. against one individual, viz., the appellant; and, before it can be sustained as valid, this Court must be satisfied that there is a reasonable basis for grouping the appellant as a class by himself and that such reasonable basis must appear either in the statute itself or must be deducible from other surrounding circumstances. According to learned Council for the appellant, all Vice-Chancellors of the Osmania University come under one group and can be classified only as one unit and there is absolutely no justification for grouping the appellant in future under a separate class. In any event, it is also urged that the said classification has no relation on nexus to the object of the enactment.

Our attention has been drawn to the Statement of Bill, the material part of which is as follows:

> "The term of office of the Vice-Chancellor has been reduced to three years under Section 13(1) of the Osmania University Act as amended by Section 10 of the Osmania University (Amendment) Act, 1966.
>
> Section, 13A, proposed to be inserted by clause 5 of the Bill, enjoins that notwithsanding anything in the Act, the person holding the office of the Vice-Chancellor immediately before the commen-

cement of the Osmania University (Second Amendment) Act, 1966, shall continue to hold that office only until a new Vice-Chancellor is appointed by the Chancellor under section 12(1) as amended and enters upon his office, and such appointment shall be made within ninety days after such commencement."

We are inclined to accept the contention of Mr. Setalvad that there is no justification for the impugned legislation resulting in a classification of the Vice-Chancellor into two categories, viz., the appellant as the then existing Vice-Chancellor and the future Vice-Chancellors to be appointed under the Act.

'One Class'

In our view, the Vice-Chancellor, who is appointed under the Act, or the Vice-Chancellor who was holding that post on the date of the commencement of the Second Amendment Act, form one single group or class. Even assuming that the classification of these two types of persons as coming under two different groups can be made, nevertheless, it is essential that such a classification must be founded on an intelligible differentia which distinguishes the appellant from the Vice-Chancellor appointed under the Act. We are not able to find any such intelligible differentia on the basis ofwhich the classification can be justified.

It is also essential that the classification or differentia effected by the statute must have a rational relation to the object sought to be achieved by the statute. We have gone through the Statement of objects and Reasons of the Second Amendment Bill, which became law later, as well as the entire Act itself, as it now stands. In the Statement of Objects and Reasons for the Second Amendment Bill, extracted above, it is seen that except stating a fact that the term of office of the Vice-Chancellor has been reduced to 3 years under 2.13(1) and that s.13A was intended to be enacted, no other policy is indicated which will justify the differentiation. The term of office fixing the period of three years for the Vice-Chancellor, has been already effected by the First Amendment Act, and, therefore, the differential principle adopted for terminating the services of the appellant by enacting s.13A of the Act, cannot be considered to be justified. In other words, the differentia adopted in s. 13A and directed as against the appellant-and the appellant alone—cannot be considered to have a rational relation to the object sought to be achieved by the Second Amendment Act.

Procedure

While a Vice-Chancellor appointed under s 12 of the Act can be removed from office only by adopting the procedure under s.12(2), the services of the appellant, who was also a Vice-Chancellor and similarly situated, is sought to be terminated by enacting s.12A of the Act. We do not see any policy underlying the Act justifying this differential treatment accorded to the appellant. The term of office of the Vice-Chancellors has been no doubt rediced under the First Amendment Act and fixed for three years for all the Vice-Chancellors. But, so far as the appellant is concerned, by virtue of s.13A of the Act, he can continue to hold that office only until a new Vice-Chancellor is appointed by the Chancellor and that appointment is to be made within 90 days. While all other Vice-Chancellors, appointed under the Act, can continue to be in office for a period of three years, the appellant is literally forced out of his office on the expiry of 90 days from the date of commencement of the Second Amendment Act. There is also no provision in the statute providing for the termination of the services of the Vice-Chancellors, who are appointed under the Act, in the manner provided under s.13A of the Act. By s13A, the appellant is even denied the benefits which may be available under the proviso to sub-s (1) of s.13 of the Act, which benefit is available to all other Vice-Chancellors.

Circumstance

The appointment of the appellant in 1959 and, again in 1964, under s.12 (1) of the Act, as it stood prior to the two amendments, by the Chancellor, must have been, no doubt, from a panel of names submitted by a Committee constituted under s.12()2. The appointment of aVice-Chancellor after the passing of the First Amendment Act, is to be made exclusively by the Chancellor under s.12, as the section new stands. That is a circumstance, relied on by the respondent, for differentiating the appellant as an existing Vice-Chancellor from a Vice-Chancellor to be appointed under the Act, as amended. Another circumstance relied on is that the appellant has been a Vice-Chancellor for 7 years. In our opinion, these are not such vital or crucial factors which will jusitfy treating the appellant as a class by himself, because the powers and duties of a Vice-Chancellor, eitherunder the Act, or prior to the amendment, or under the Act, after amendment continue to be the same. To conclude, the classification of the appellant as a class by himself, is not founded on any intelligible differentia, which distinguishes him from other Vice-Chancellors and it has no rational relation to the object of the statute, and so s.13A is hit by Art 14.

The appellant has attacked s.13A. as discriminatory, relying upon a different provision made under s. 33A, in respect of the Senate, Syndicate, Academic Council and the Finance Commitee. We have,

however, not considered the question as to whether the appellant can be treated as falling under the same class, as the other authorities mentioned in s.33A, we have accepted the appellant's contention, based upon Art, 14. on other ground.

For the above reasons, we accept the contentions of the learned Counsel for the appellant, and hold that s.5 of the Second Amendment Act (Act XI of 1966) introducing s.13A in the Act, is discriminatory and violative of Art, 14 of the Constitution and, as such, has to be struck down as unconstitutional. The result is that the appeal is allowed and the appellant will be entitled to his costs in the appeal, payable by the respondents here and in the High Court.

Sd/- Y Subbarao	CJ
Sd/- J C Shah	J
Sd/- S M Sikri	J
Sd/- V Ramswami	J
Sd/- C A Vaidialingam	J

December 9, 1966.

Education

1960-61			1961-1962			*1965-66 (Estimated)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11	12	13	14	15	16	17	18	19
187	21	208	196	26	222	260	40	300
15,120	10,177	25,297	15,523	10,825	x26,348	30,000	20,000	50,000
14,500	7,355	21,855	15,601	8,417	24,018	23,000	12,000	35,000
2,234	822	2,556	2,455	288	2,745	3,780	420	4,200
		10			10			12
51·80	7·45	59·25	53,10	7,84	60,94	..	..	..
(67·7)	(50·8)	(64·9)	(67·4)	(47·3)	(64·7)			
45	(—)	45	48	6	54	..	..	..
(0·6)	(—)	(0·5)	(0·6)	(0·4)	(0·6)	..	..	..
8·51	5·95	14·46	8·75	6·87	15·62	..	..	..
(11·1)	(40·5)	(15·9)	(11·3)	(41·5)	(16·6)	..	..	..
15·81	1·28	17·09	15·25	1·79	17·05	..	..	..
(20·6)	(8·7)	(18·7)	(19·1)	(10·8)	(18·1)	..	..	..
76·57	14,68	91,25	77,58	16,56	19,14	1,53,00	22,00	1,75,00
(100·0)	(100·0)	(100·0)	(100·0)	(100·0)	(100·0)	(100·0)	(100·0)	(100·0)
50·10	7·89	57·99	49·97	8·98	58·95	..	..	1,22,50
		(63·6)			(61·3)		..	(70·0)
		2,268·8		..	2,149·1	..	..	2,917·6
	..	..	360·7	..	..	365·0	..	350·0

HIGHER EDUCATION IN PARLIAMENT

World University Service : "The World University Service" is a voluntary organisation. It is not in a position to supply all the books required by the students due to its limited resources.

"The Government of India has adopted various measures to increase the supply of low-priced editions of standard textbooks for Higher Education published in India and abroad. The University Grants Commission also gives grants on 100 per cent basis to colleges for purchasing multiple copies of standard textbooks which can be loaned to students on long term basis."

"The benefits of the Service are extended only to the Colleges and Universities where local Service Committees exist."

Teaching in Hindi : "The suggestion made regarding preparation of bilingual dictionaries by rendering the Hindi words in the scripts of the regional languages was accepted ; and a scheme for the preparation of bilingual dictionaries has since been included in the Fourth Plan. The other suggestion regarding the publication of Hindi books in the scripts of the regional languages was not found to be practicable."

Sanskrit Studies : "Due to its intrinsic merits, Sanskrit already occupies an honoured place in the framework of education, resevrch and cultural studies all over the world. However, in pursuance of the recommendations of the Sanskrit Commission, several steps have been taken by the Government of India for the propagation and development of Sanskrit.

"The Delhi State Sanskrit Vishwa Parishad at its me eting held in September, 1966 have adopted a number of resolutions emphasising the importance of the study and development of Sanskrit in the country. The Government of India are already seized of the various problems raised in these resolutions."

Technical College in U.P. : A high-power Committee under the Chairmanship of Dr. V.K.R.V. Rao, Member (Education), Planning Commission, has been set up to reassess the requirements of technical personnel in the Fifth and subsequent plans and also to recommend the extent and the manner of expansion of facilities in technical education necessary in the Fourth Plan to meet the revised requirements adequately. A decision on the expansion programme to be undertaken during the Fourth Plan will be taken only after the findings of this Committee ate available."

Engineering Graduates

"While there is no evidence to prove conclusively that there is any overall surplus of engineering personnel at present, there may be some cases of marginal unemployment, in certain parts of the country, and the indications are that these are mostly in the nature of fractional unemployment due to lack of mobility of personnel etc."

"The facilities for technical education at the degree and diploma level in engineering and technology are expanded in the Five Year Plans as a part of the manpower planning for the subsequent plans and the targets are related to the estimates of requirements of technical personnel during the subsequent 10—15 years."

Gandhi Bhawans : "The University Grants Commission has agreed to provide assistance to 14 Universities for Gandhi Bhawans. The construction of Bhawans has been completed at the Universities of Allahabad, Delhi, Jadavpur, Karnatak, Kerala, Nagpur, Panjab and Rajasthan. The Bhawans have started functioning at all these universities, except Allahabad and Kerala."

"The Bhawans are under construction in the Universities of Andhra, Jammu & Kashmir and Mysore. The plans and estimates in respect of the Bhawan at the Aligarh Muslim University have been approved by the University Grants Commission, while those for the Bhawans at the Universities of Banaras and Bhagalpur are awaited.

"The object of establishing Gandhi Bhawans is to have within the University campus a suitable place to keep Gandhian literature, to hold study classes and discussions on the life, ideals and work of Gandhiji, to arrange for lectures on the same and to encourage students to undertake such items of constructive work as can be done inside or close to the campus which will reflect the ideas and methods of work indicated by Gandhiji. The Universities are, however, free to undertake any other activity commensurate with the purpose for which the Bhawan is established."

Indian Expedition : "The investigations of the International Indian ocean expedition have enabled location of areas in the Indian Ocean which are biologically productive and hence potentially rich in fisheries. In regard to mineral resources, some deep ocean deposits of manganese nodules have been discovered in the Indian Ocean."

"The exploitation has to await more intensive studies on selected areas, leading to quantitative assessment of these resources and feasibility studies."

RESEARCH FELLOWSHIPS

The University Grants Commission has selected 13 candidates for the award of senior research fellowships and 32 candidates for junior research fellowships in Science and Humanities, including social sciences, for the year 1966-67.

The senior fellowship is of the value of Rs. 500/- p.m. while the junior one is of Rs. 300 p.m. The subjects for research are Social Anthropology, Psychology, Economics, Linguistics, Political Science, Buddhist studies, History, Persian, Sociology, Urdu, Tamil, Philosophy, physics, Chemistry, Zoology, Botany, Agriculture, Geology, Geophysics, Mathematics, Biochemistry, Home Science and Geography.

Soviet Scientists in India

A delegation of the USSR Academy of Sciences, headed by Pyotr Fedoseyev, Vice-President of the USSR Academy of Sciences, is on a study tour of India.

The delegation consisted of Mr. Mikhil Shemyakin, Biochemist. Member of the Presidum of the USSR Academy of Sciences Mr. Alexander Prokhorov, Lenin and Nobel Prize Winner, specialising in quantum electronics; Mr. Abid Sadykov, Micro-Biologist, President of the Academy of Sciences of Uzbekistan; and Mr. Viktor Glushkov. Vice-President of the Acadmey of Sciences of the Ukarine, a specialist in Mathematical Statistics.

The delegation is here for three weeks at the invitation of the Union Government. The Soviet scientists will take part in the 54th session of the Indian Science Congress Association in Hyderabad, will make reports and give lectures to scientific workers in India, will acquaint themselves with the activities of research insti tutes and scientific achievements made by Indian scientists.

Mr. Fedeseyev said in New Delhi "It will be interesting and useful for us to meet representatives of Indian science, which, after India achieved indepenence. is developing in many directions,

Seminar On Chinese History

The Punjab University held recently a seminar on 'Teaching of Chinese History and Language in India Universities'.

The Seminar was sponsored by the University Grants Commission and presided over by Mr Jagat S. Mehta, Director of. Policy-Planning Division of the Ministry of External Affairs, New Delhi.

The participants felt that China has embarked on a unique experiment of social revolution for it is out not only to transform society but also man himself.

How to live with China is one of the greatest problems confronting India today. The speakers said that we could no longer afford to depend on big power judgment, whether it be of the United States or Europe or the USSR.

LITERATURE SEMINARS

Three English literature specialists recently conducted the latest in the annual series of English literature seminars organised by the British Council in India.

The seminars, were intended to maintain an interest in the study of English and to acquaint lecturers with current thinking on this subject.

The first of the 1966-67 seminars was held at Delhi from December 12 to 23 in association with the University of Delhi. It was open to English teaching staff from Universities and colleges throughout the country. The second seminar will be held in Bombay in January, 1967.

PERSONAL

Mr. Lingaraj Panigrahi has been appointed Vice-Chancellor of Berhampur University.

Dr. Parsuram Misra has been appointed Vice-Chancellor of Sambalpur University.

Dr. D.R. Bendre was awarded Doctor of Literature at the Annual Convocation of the Mysore University on December 15, 1966.

Mr. Mali Roy Chilana. has been elected President of the UNESCO Teacher Educator's society.

Dr. Grellet C. Simpson, Chancellor, Mary Washington College of the University of Virgina visited the University College for Women, Hyderabad, under the auspices of the U.S.—Indian Women's College exchange programme.

Prof. Max Beloff of the University of Oxford is now in Delhi as a visiting Professor in the department of History, of Delhi University.

His Excellency Ing. Jaroslav-Kohout, Ambassador of the Czechoslovak Socialist Republic, recently gave a talk at the Punjab University on the Economy of the Czechoslovak Socialist Republic.

READERS' FORUM

When will the Indo-U.S. Foundation come into being ?

—P. Rastogi, Delhi

No time limit has so far been fixed for the establishment of the Foundation. The proposal and the draft agreement for setting up of the foundation is yet to be finalised by the Union Government and the Government of the United States by mutual consultation.

Is there any laboratory for High Altitude Research in India?

P. Chaddha, Chandigarh

The High Altitude Research laboratory situated at Gulmarg, Kashmir, is conducting research in Cosmic rays, Meteorology, and related fields. The laboratory is located at an altitude of about 2,750 metres above sea level. It was commissioned in 1963 by the Department of Atomic Energy. The facilities are open to all scientists for high altitude research.

Is Esperanto being taught in any Indian Universitiy as a course of study ?

P. K. Bannerjee, Calcutta.

The University of Lucknow introduced the study of Esperanto, an international language, last academic year. The Esperanto enthusiasts in Lucknow have also formed an All-India Esperanto Association. The vocabulary of Esperanto has been derived from most of the modern languages. The grammar consists of only 16 rules. The language is written in Roman script.

Is there a scheme for specialised training of engineers in National Laboratories under the auspices of CSIR ?

P. Chumer, Mysore

The CSIR has no regular scheme for specialised training of engineers. But some of the National Laboratories are conducting short term specialised training or refresher course in engineering and this is a post of the training of the laboratory concerned.

Can you let me know whether the Central Government is planning to establish an Institute of Oceanography ?

K. Mannean, Calicut

The National Institute of Oceanography will be located in Goa with research stations at Calcutta, Cochin and Waltair. It will carry out scientific investigations in physical and chemical aspects of oceanography.

It is learnt that Panjab University proposes to admit women residing in Delhi to their M.A. examiations as private candiates. Can you kindly confirm ?

Miss Bhagwant Grover, Delhi

Yes ; a proposal to this effect has been initiated by the University but is still to be sanctioned by the State Government and as soon as the sanction is received the regulation will become effective. This concession will extend to all subjects except for M.A. in Psychology, Geography and Sociology. Of course, such women candidates have to satisfy other conditions laid down for the M.A. examinations such as minimum qualifications etc.

I have passed the Pre-Medical of Delhi University but could not secure admission to MBBS. Will you kindly let me know if I am eligible to join the 2nd year of the B.Sc. course in Delhi University?

(Miss) Sheila Malhotra, Delhi

Delhi University has decided to discontinue direct admissions to the 2nd year of the B.Sc. Course for the year 1967-68. In the circumstances the desired admission cannot be had.

However, in several universities in U.P. and elsewhere such admission can be sought for.

MYSORE TOPS

Mysore leads the country in Medical Education, and Gujarat occupies the second place, it is reliably learnt.

Mysore has one medical college for every 31.11 lakhs of people. The Gujarat ratio is one college for 43.95 lakhs. In Mysore, there is one medical college seat per 25,766 persons and in Gujarat one per 34,767 persons.

Book Reviews

Nationalism and Indian Education S.S. Dikshit; Sterling Publishers Delhi—Jullundur, 1966; P. XVI-179, Price Rs. 15/-

The blurb says, "He had throughout a brilliant educational career, which, after many years of assiduous research, was capped by the award of Ph.D. degree of Education..". And further that "Based on authentic historical evidence *Nationalism and Indian Education* is a sound narrative characterized by probing analysis and objective assessment of the significant contribution which the Movement of Nationalism has made to Indian Education over a period of about hundred and fifty years from the beginning of the nineteenth century..."

The book is divided into ten chapters. The first, "Nationalism and Indian Education", seeks to define 'nationalism' as it arose in Europe, divides it into different, categories, such as 'Romantic', 'Chauvinistic', etc. and then shows its rapport with Indian Education. The second chapter gives the background of the educational system both before and after the rise of the British as a supreme political power in India. The third chapter deals with the role of the Brahmo Samaj and rightly gives pride of place to the work of Raja Ram Mohan Roy in advocating the cause of Western Education in the country, especially in Bengal. Here the author traces the history of the est ablishment of the Hindu College as also that of the first Missionary College established with the encouragement of Raja Ram Mohan Roy. The role of Derozio, also known for his leadership of the 'Young Bengal' movement, is detailed with sympathy.

The next four chapters deal with the latter-day activities of the Brahmo Samaj (under Keshav Chandra Sen), the Prarthana Samaj, (in and around Bombay, under Ranade), the Arya Samaj, the Theosophy Movement (under Annie Besant) and of the Ramakirshna Movement. The role of the Muslims in the field of education is examined in a separate chapter in which due mention is made to the Jamia Millia Islamia, now functioning at Okhla, near Delhi. The next chapter deals with the role of the Indian National Congress. The reader is told about the establishment of the National Colleges, first in the wake of the anti-partition agitation in Bengal and then after the 'Boycott'—call of Gandhiji in the twenties. The author also mentions the Vidyapiths, established in a number of centres, such as Ahmedabad, Varanasi, etc.

This chapter as also the preceding one are the weakest, probably because the author was not able to locate any source for ready-made materials, which he could summarise. The earlier chapters dealing with the activities of the Brahmo Samaj, Prarthana Samaj *et a*' are mostly summaries of such material obtained perhaps from these organisations. The author seems to be innocent of all effort at indepen dent research work. Otherwise he would have devoted some more space to the activities of Pt. Madanmohan Malviya, founder of the Benaras Hindu University. Besides the University, Malaviyaji, had helped establish a series of High Schools and Colleges, known as Sanatan Dharma High Schools and Sanatan Dharma Colleges and had been the inspiration for setting up a chain of *Rishi Ku's* (in opposition to the *Yuru kls* of Arya Samaj inspiration) in Northern India. The author could have also learnt something about early attempts at education made by the Guru Singh Sabha movement, which led to the setting up of a Sikh Educational Conference (which is active up to this day). As regards the education of women, the author's treatment is not even at the level of a summary of the known and readily available material.

Given this background, it will be too much to expect in this book any serious analysis of these different trends in the field of education. The author's understanding of history being what it is, not much thought need be given to his description of nationalism, etc.

The book is, however, well-printed and the binding is durable. As the target is largely the B.Ed. candidates, it is, on the whole, not a bad bargain; but for its price.

Dev Raj Chanana

Papua—New Guinea University

The University of Papua, New-Guinea will start its first academic year in February 1967.

About 180 students from Samoa, Papua and New Guinea will start degree courses in Arts and Law. The teaching staff of 15, inducding eight professors, have been appointed already.

Five per cent of the places in the University will be reserved for students of the two Pacific Islands and Australia. The University also hopes to attract graduate students from India.



Student mountaineering trainees of M. S. University, Baroda, at a training Camp at Mt. Abu with Gujarat Governor.

COMMONWEALTH TEACHERS IN U.K.

India, Pakistan and Ceylon are represented among the 200 teachers from 19 Commonwealth countries who have formed the Association of Commonwealth Teachers in Britain.

Early this year, the Association plans to hold a week-end seminar on "Education for Integration". It also plans to organize a three-week holiday charter flight for its members to Bombay, Karachi and Colombo, and organize a study tour of Canada.

Among the patrons of the Association are Sir Kenneth Bradley, Director of the Commonwealth Institute; Sir Learie Constaintine, former West Indies cricketer; Mr. Philip Mason, Director of the Institute of Race Relations; and Mr. Arnold Smith, Secretary-General of the Commonwealth Secretariat.

JOB INDEX

Subject	*Post*	*University*
Astronomy	Reader Associate Astronomer	Osmania
Psychology	Lectures	Kerala
Chemistry Astronomy	Research Fellow	Delhi, Osmania
Psychology	Research Asst	Kerala
Mechanical Engineering	Engineeer	Osmania
Astronamy	Recearch Associate	,,

Classified Advertisement

UNIVERSITY OF DELHI

Applications are invited for the following vacancies in the Centre of Advanced Study in the Department of Chemistry of the University:—

1. **Three Junior Research Fellows**—on Rs. 300/- p.m. fixed without any allowances.

2. **Two Senior Research Fellows**—on Rs. 500/-p.m. fixed without any alowance

2. **Two Senior Research Fellows**—on Rs. 500/- p.m. fixed without any allowances.

The appointments of the Research Fellows will normally be for a period of two years with possibility of extension for the 3rd year.

Qualifications:

For Junior Research Fellows:

Good academic record with first or high second class M.Sc. degree with specialisation in Oroanic Chemistry and evidence of aptitude for research.

For Senior Research Fellows:

Doctorate Degree in organic Chemistry of Natural Products or equivalent published research work and evidence of aptitude for original and independent research.

Applications stating full details of educational career, previous experience, research work, publications and date of birth etc. should reach the Registrar, University of Delhi, Delhi-7, not later than the 16th January, 1967.

Note: Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

Registrar

UNIVERSITY OF KERALA

Applications are invited from qualified candidates for appointment to the following posts in the Department of Psychology at Trivandrum.

1. One Lecturer

Scale of pay: Rs. 400—30—640—40—800 (Dearness allowance attached)

Qualifications :

Essential: M.A. First or Second class (50% of Marks) Preferably with Experimental Psychology as one of the subjects.

Desirable: Teaching and Research experience in the subject.

Age: Not more than 35 years on 1st January 1967.

2. Two Research Assistants:

Salary: Rs. 300/- per mensem.

Qualifications:

Essential: M.A. First or Second class (50% marks) in Psychology. Preference will be given to candidates with Research experience.

Aage: Not more than 35 on 1st January, 1967.

The post of Lecturer is temporary for the present, but is likely to be made permanent. Those selected for appointment will be on probation for one year in the first instance and will be governed by Section 34 of the Kerala University Act of 1957 and the Statutes thereunder.

The posts of Research Assistants are purely temporary for a period of twelve months.

Copies of the application forms can be had from the University Office on payment of Rs. 3/- (Rupees three) in cash at the Office counter or by crossed Postal order or Money order payable to the Registrar.

Applications together with the prescribed fee of Rs. 10/- (Rupees ten) in the form of a chalan receipt or crossed postal order should breach the Registrar on or before 10-1-1967.

Applicants should, if required, appear for interview at Trivandrum at their own expense.

Canvassing of any kind will disqualify the candidates.

A. M. N. CHAKIAR
Registrar

OSMANIA UNIVERSITY

Applications in the prescribed form, together with the prescribed Registration Fee are invited for the following posts in the University Service, so as to reach the undersigned, on or before 16-1-1967:-

1. **READER—ASSOCIATE ASTRONOMER**: 2 Posts: Rs. 600—40—1,000.

Qualifications:

Essential: (*i*) At least a Second Class Master's Degree in Astronomy, or Physics, or Mathematics from a recognised University.

(*ii*) Either Ph.D. in Astronomy or Ph.D. in Physics with a thesis having some bearing on a problem in any branch of Astronomy or Astrophysics.

(*iii*) At lea:t two years teaching and/or research experience subsequent to obtaining Ph.D. Research experience should be evidenced by Published papers in the field of specialisation.

Desirable: Experience in the operation of astronomical telescopes and ancilliary equipment, and some experience in the design, fabrication and testing of optical and/or electronic equipment for use with astronomical telescopes.

OR

Ability to carry out theoretical research in any branch of Astronomy/Astro-Physics independently.

2. **SENIOR RESEARCH FELLOW**: 1 Post (Rs. 500/- Consolidated per month)

Qualifications:

(*i*) Either Ph.D. in Astronomy or Ph.D. in Physics with a thesis having some bearing on a problem in any branch of Astronomy or Astrophysics.

3. **JUNIOR RESEARCH FELLOW**: 1 Post; (Rs. 300/- Consolidated er month)

Qualifications:

At least a Second Class Master's Degrete in Astronomy or in Physics with Speccroscopy or Electronics as a special subjet.

4. **OBSER.VATORY ENGINEER**: 1 Post (Rse 400—800) (Higher start will be consid red for well qualified and experienced candidates)

Qualifications:

Essential: *i*)) Degree in Mechanical and/or Electrical Engineering of a recognised Universit

(*ii*) Not less thany. two years' experience in Industry orResearch Laboratory or Workshop of a recognised Institution.

(*ii*) Not less than two years' experience in Industry or Research Laboratory or Workshop of a recognised Institution.

Desirable: (*i*) Experience in the installation and maintenance the of Electrical and/or Workshop machiner.

(*ii*) Some knowledge of working of optical and Electrical instruments.

(*iii*) Some experience in the maintenance of buildings, electrical and water supplies, and other related facilities required in the operation of field station.

5. **JUNIOR RESEARCH ASSOCIATE**: 1 Post (Rs. 325—25**525)

Qualifications:

At least a second class Master's Degree in Astronomy with at least on years' teaching or research experience.

Age: Post No. 1: Not above 45 years.

Post No. 2, 4 & 5: Not above 40 years. years.

Post No. 3: Not above 35 years.

Note.—The above age restrctions will not apply to the emiployees of the Osmania University.

Note:—1. The university reserves the right to reject any application without assigning reasons.

2. Second Class with each Degree whereever prescribed denotes that the candidates have secured at least 50% of the aggregae marks. Memoranda of Marks must be enclosed to the appli ation.

3. Persons already in service must must apply through their employers. They may, however, send an advance copy; but if called for Interview, they must produce a No Objection Certificate from their employers.

4. Incomplete applications are liable to be rejected.

5. The Registr·tion Fee payable is Rs. 5/-.

6. The cost of Application Form is Rs. 2/-.

7. If required, candidates will have to present themselves for an Interview at Hyderabad at their own expense.

8. Application Forms, with full particulars and necessary Instructions, can be had from the Director, Department of Pubblication and University Press, Osmania University, Hyderabad-7, A.P. on payment of prescribed cost, in person, or by M.O. or by Postal Order UNCROSSED together with the Postal Charges of 20 paise, addressed to the Director.

9. If the Form is required by Registered Post, a sum of Re. 1/- must be sent.

Sd/-
(L. B. DESHPANDE)
Registrar

Regd. No. R.N. 7180/63 Postal Reg. No. D 1637

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UNIVERSITY NEWS

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CHRISTIAN COLLEGES IN INDIA

A Consultation

14-2-67
ISRAEL

From our Special Correspondent

A consultation made up largely of Principals of Christian Colleges in the country met at Madras Christian College from December 30, 1966 to January 5, 1967 to consider the "Role of Christian Higher Education in Indian National Development". This consultation, sponsored jointly by the Xavier Board of Higher Education in India and the National Christian Council of India, came as a climax of the ISS-FERES India Project.

A. C. Joshi on Student Unrest

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Expansion of Summer Science Institutes

★

Indo-US Joint Ventures

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Book Reviews and Readers Forum

ISS and FERES are two Social Science Research Institutes located in Europe which serve the churches affiliated to the World Council of Churches and the Holy See respectively. At present they are conducting five different research projects throughout the world on the role of the churches in national development. The India Project, under the direction of Dr. Richard Dickinson, is concentrating upon the role of Christian Higher Education in this task. Some of Dr. Dickinson's findings were made available to the Principals in a booklet entitled "Christian College in India". This booklet is an admirably lucid analysis of what the Christian Colleges are doing and are capable of doing.

The purpose of the consultation was practical and down to earth. Committees prepared reports on such questions as "What are some practical suggestions for effective educational reform within the present educational pattern ?". "How can a college, or group of colleges, become a catalyst for educational reform in the university as a whole ?", "Selection norms for students", "How can colleges continually re-examine their goals, effectiveness, and programmes ?" "What are the purposes of a Christian college in a secular state ?", "How can colleges promote relevant research—as a service to the community as a whole, and in the discovery of new knowledge ?" Considerable time was given to the question of closer cooperation with one another and to the question in the back of everyone's mind, the recommendation of the Education Commission favouring the development of autonomous colleges. Recommendations were prepared on how, by whom, and according to what standards selection should be made.

Shri J.P. Naik, Secreary of the Education Commission, attended the consultation throughout. He was able to inform the participants of the thinking behind the report and what steps had been taken and were being taken about its implemen'ation. His presence at the consultation helped to focus discussion on what the education Commission had recommended and how during the next few years in Indian education its report was going to dominate most aspects of academic work and thinking. Amongst the other participants from outside were Dr. Malcolm Adiseshiah, Deputy Secretary-General of the UNESCO, Dr. Olive Reddick, Dr. Edward Dirks and Dr. Paul Leonard. The inaugural talk was given by Dr. K.G. Saiyidain on the "Trends

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and Developments in Indian Higher Education."

Amongst the concrete results of this consultation, three things might be mentioned. The first is the formation of the National Board of Christian Higher Education in India to coordinate efforts of Christian colleges in carrying out their educational ideals and to "collaborate with other institutions of higher learning with similar ideals." Principal P.T. Chandi of St. John's College, Agra, was elected to the Presidentship and Dr. Fr. T. A. Mathias. Director of Jesuit Educational Association, was elected Executive Secretary.

The second result was the decision of the All India Consultation, that regional consultations be also organised. It is, therefore, expected that within the year 1967 a number of such consultations will be held.

The third important decision of the consultation was to welcome the call given by the Prime Minister to involve students in programmes of national development. Christian colleges in the country have a long tradition of such service and the Consultation, therefore, supported the idea of extending the scope of such activities.

UNIVERSITY FOR COIMBATORE

On a recent visit to Coimbatore Mr. C. Subramaniam, Union Minister for Food and Agriculture, suggested that a committee might be appointed to go into the question of starting a university at Coimbatore.

He said that the Madras Chief Minister,Mr Bhaktavatsalam, was of the view that an agricultural and technological university might be started if they decided to open a university at Coimbatore. The whole question could be examined by a committee.

Expansion of Summer Institutes

The U. S. Government has announced a £12 million (Rs. 9 crores) loan to India to assist the Science Education Improvement Programme. The loan is made particularly in support of (Summer) Science Institutes programme and the follow-up efforts that go with it.

It is for equipment, books, technical apparatus and teaching aids required by teachers of secondary schools, polytechnics and colleges in science, mathematics, engineering and technology.

"International education cannot be the work of one country. It is the responsibility and promise of all nations. It calls for free exchange and full collaboration. We expect to receive as much as we give, to learn as well as to teach." said U. S. Ambassador, Mr. Chester Bowles while announcing the aid programme recently.

Cooperation Essential

Union minister for Education said in New Delhi recently that the loan "is unprecedented so far as the education of India is concerned."

Utilising the £12 million loan, the Union Government plans to implement an expanded Summer Institutes follow-up programme to ensure that the new methods developed in the science institutes are applied at school and college level.

The Summer Science Institutes programme was inaugurated in India in 1963. It seeks to make available to Indian educators the latest methods in science teaching.

Organised by the Union Ministry of Education, the University Grants Commission, the National Council for Educational Research and Training and individual Indian universities, the SSI programme has been carried out for the past four years with the cooperation of the U.S., National Science Foundation and the U.S. Agency for International Development.

In 1966, 4,230 Indian teachers participated in 94 summer science institutes held throughout the country. More than 200 American professors came to India to share their experience, with their Indian colleagues. The institutes lasted six to eight weeks during the spring of summer vacations.

It is expected that by 1971, more than 65 per cent of all science teachers and professors in India will have had institute training.

Engineering Equipment

A third of the loan will be used to provide laboratory and workshop equipment as well as other teaching aids to the 135 engineering colleges in India. Similar supplies will be made available to the 270 polytechnics.

EXTENSION LECTURES

The Indian School of International Studies is organising a course of Extension lectures on 'India and the World' from Jan. 6 to February 23.

This is the first effort of the School and the response for enrolment for these lectures has been very encouraging. About 80 persons from a wide variety of professions have enrolled themselves for this course of 16 lectures covering India's relations with all parts of the world. Mr. A.N. Jha, Lt. Governor of Delhi will be inaugurating the course on February 6.

ON STUDENT UNREST

A. C. Joshi

Indiscipline among college and university students has plagued Indian higher education ever since Independence. There have been frequent strikes, hunger strikes, mass demonstrations and occasionally even violent agitations. Yet surprisingly we have had no systematic studies of student unrest in the country except by a few visiting scholars from the United States. There have been reports by Committees and Commissions, but no use has been made of the tools of sociology or social psychology. In the absence of objective information, any assessment of the causes of the present high wave of student unrest in the country can be at best only a shrewed conjecture or an exercise in pot luck.

Purpose

Although not exclusive so, the purpose of students agitations in the past have been generally to serve their own interest as students, such as fee reductions, provision of some amenities, changes in the curriculum and examination procedures. Local politics, such as formation of linguistic States, anti-Hindi agitation in the South, and teacher conflicts on the campus, unsympathetic behaviour of the head of an institution have also some times promted students to action. The present country-wide student turmoil, it has to be painfully admitted, has no parallel among the cases of student unrest in the past. In a few cases, the students have demanded redress of local grievances or as at the Engineering College at Delhi or the Medical College at Amritsar provision of proper amenities in the hostels. In some cases, as at Jabalpur and Udaipur, they have complained against the examination procedures. There have been tests at several places against the rules framed by the Bar Council regarding the curriculum and examinations of the Law Faculty. By and large, however, the demands of the students have been directed against the Government; in one instance, the students have launched a mass agitation against the appointment of a new Vice Chancellor by the Government. Another agitation that has caught the headlines recently is for the location of a steel plant at Visakhapatman. There have been frequent clashes with the police leading in many cases to the loss of precious lives. It is quite clear that the student agitations during the recent months have been out of all proportion to the expressed grievenaces. It is also clear that although the expressed grievances have varied from place to plcae, the outward manifestations of violence have been very similar.

To locate the causes of such violent agitations and the interruption of normal university life on many campuses is not easy. To say that it is primarily due to the lack of proper facilities in institutions of higher education or not enough investment or non-redress of student grievances is too facile an assumption. It is not borne out by facts, Increasing allocations for higher education have been made in the successive Five-Year Plans. Inspite of the fact that the number of university students in 1965-66 was only about a million out of a total student enrolment of nearly 70 millions, 30 per cent of the total funds for general and technical education in the Third Plan were spent on higher education. Additional allocations were made for Medical and Agricultural education. It is obviously not possible to meet every need and there are many insensitive and unresponsive adminstrations, but many measures for the welfare of college and university students have been implemented during the last 10 years. Yet student agitations have increased both in numbers and intensity.

On the other hand, there is substantial force in the view that the present turmoil in the universities as also in several other sections of the population is intrinsically related to the process of development or to what has been called distortions of development or the crisis of transition from an agricultural feudal society to a modern industrial community. Similar Agitations have occured in Korea, Vietnam, Indonesia, Turkey, and in almost every developing country in Asia, Africa and Latin America. In Europe, the Industrial and Scientific revolutions came about gradually in the course of three to four centuries. Even then, the transitions from the medieval to the modern state involved a great deal of individual suffering, social distress and violent revolutions. When a deliberate efforts is made in a poor country to telescope the development of three or four centuries into a few decades some sort of social upheavals cannot be avoided. The needs of development require the mobilisation of resources and increasing taxation and place burdens on the community which are often hard to bear. The college and university students being a very sensitive part of the population are easily liable to break the normal bounds of the law and express the resentment of the classes to which they belong by mass protests and agitations.

One has also to remember another feature of development, that in a poor economy the meeting of some of the needs of the people and some improvement in the living conditions does not lead necessarily to allround satisfaction. In fact, it stirs ambitions, generates more

needs and more demands, which difficult to meet immediately. The felt needs outstrip the resources. Thus, there comes about what has been termed as the revolution of rising expectations and the resulting unrest.

One has also to remember that a certain amount of friction and heat are inherent in the very structure and functions of a university. Both the teachers and students are affected by it. On its campus meet the older and the younger generations. They are in a state of constant cerebration. Some kind of sniping and occasional uproars, therefore, are quite normal for university life. Violent agitations have figured in the annals of even the most distinguished of the universities. Magisterial powers for the Vice-Chancellors, strict proctorial supervision, special police and jails of their own give an indication of the forces which have operated in the universities even in the developed countries.

The two major functions of a university are the transmission of the cultural heritage of mankind to a new generation and the creation of new knowledge. This simultaneous emphasis on two opposites, the consertation of the past on the one hand and preparation for the future on the other, again leads to diverging interests. A wise administration will reconcile the two, but an occasional disharmony should not be surprising. A perennially peaceful university, in fact, would be a very dull place.

Glaring gaps in the academic structure of the country are also contributing to the unrest among the students. The functions of the universities in the underdeveloped counties are not fundamentally different from those of the universities in the West, but the Indian institutions lack their resources of money but especially of men, and are, by and large, not organised to meet the social and political pressures generated by a large parliamentary democracy. The first universities in the country established in Calcutta, Bombay and Madras about a century ago were patterned after the London University of mid-19th century. They laid down the curriculum, conducted examination and awarded diplomas to the successfull candidates. The universities which were established later were modelled after the universities of Calcutta, Bombay and Madras. Even when teaching universities were established as at Banaras and Aligarh, they continued to follow the examination procedures of the earier universities so that emphasis has continued to be everywhere on examinations and degrees, rather than on sustained intellectual effort and the acquisition of knowledge. The external impersonal examinations have stood in the way of development of close personal relations between the teachers and the taught.

The universities in other countries have been undergoing profound structural changes to meet the needs of the modern times. The Indian universities on the other hand, have been comparatively static. The Acts have been amended, and sometimes more frequently than necessary, but this has been done largely by a process of accretion and deletions. The main purpose of amendments has been centered in determining the levers of 'power' or authorities of the university. There has been hardly any effort to mould the structure of the universities or the needs of academic requirements of the contemporary world or to adapt them to the new social and political forces emerging in the country. While making a comparison of Indian and African Commonwealth Universities, Sir Aric Ashby said sometime ago that the Indian universities are more or less like the London University of 1850s, while the African Universities are modelled after the London University of 1950s.

University education in India has had always a strong vocational bias. It aimed during the 19th century at the training of personnel for the lower cadres of the Government service. A number of brilliant scholars were thrown up and a large number of graduates played a leading part in the struggle for Independence, but this was not the intended function of the university It was just an unexpected by product. The vocational view of higher education continues to prevail to this day, but there is no equilibrium now between manpower requirements and the admissions made to the different faculties. In the Arts Faculty particularly the opportunities for gainful employment are far less than the number of candidates who graduate every year, leading to a great deal of uncertainty in the minds of young men. With many unqualified teachers due to the rapid expansion of education, the faculties have been losing their authority and prestige. This coupled with the emphasis on cramming to pass examinations has led to a steady decline in standards and the intellectual atmosphere that one would desire in a college or a university is absent from many institutions.

The Causes

It is not possible to catalogue here all the major and minor causes which vitiate the atomosphere of Indian campuses. They are many. The wrong appointments nepotism, inept administrations, teachers' factions and campus politics, intrusions into university automony and curtailment, of academic freedom have all their impact on the student body. Both the Radhakrishnan Commission and Kothari Commission have drawn attention to these and reference can be made to these and several other reports if one is interested in making a comprehensive list of the weaknesses of Indian Universities. One feature of the Indian scene, however, deserves special men-

tion in the context of present unrest. On the attainment of Independence, we aimed at a highly moral society based on Gandhian idealism. We have not been able to live up to the ideals that were preached. Several other democracies have politics very similar to our own but they do not moralise to the extent that we did. The inability to live up to the proclaimed ideals and the yawning gap between precept and action has caused inevitably a great disillusionment. This along with shortages of many kinds, rise in prices and great economic hardhip among the classes from which most of the university students come has led to a weakening of confidence in the leaders of the nation. A feeling has also grown among large sections of the population that the best way to promote any interest is to launch an agitation backed with violence.

Role of Parties

Whether politicall parties opposed to Government have any hand in these agitations can be answered only by the Intelligence agencies. It is, however, will know that several parties, particularly of the extreme right and left, have their cells or contacts in many educational institutions. With the general elections very near, all the groups opposed to the ruling party must be watching the development with interest and taking such advantage of the disturbed situation as circumstances may permit. At some places there could be even direct instigation.

The close parallel between the present violent wave of student unrest and frequent uproars in various Legislatures and agitations outside the campuses, however indicates that there is a fundamental relations between the two. While no political party may be behind the disturbances, yet the fact that there is a great deal of similarity in the form of the agitations in the different States in spite of variation in grievances, shows a common source of inspiration if not a common direction. The students are reacting to the mood of the moment. The recent happenings in some nieghbouring countries may also have given them some ideas of their strength.

Education Research Unit

The Union Government recently signed with UNESCO an agreement for the implementation of a number of projects approved by the general conference of the world body last month.

The important projects included in the agreement are a "Design for Living" programme based on the recommendations of the Nehru symposium held last year, a plan for UNESCO help in the organization of the Gandhi centenary celebrations and a long-term programme to preserve, restore and renovate South Indian temples.

UNESCO has also agreed to provide £100.000 for follow-up work on the recommendations of the Education Commission. In the next two years, UNESCO will help the Government of India establish an educational research academy besides assisting the State departments of education planning and administration.

UNESCO will also continue its assistance of about £3.5 million for current projects for technical education, advanced centres of study and science education.

As a first step in the implementation of the "Design for Living Project", the Government of India will soon set up a committee of the National Commission to prepare the blueprint of a pilot project to try out a national cultural project. This blueprint will be circulated among the 120 member-States of UNESCO before a final decision is taken on the inclusion of the project in the biennium next year.

UNESCO was studying the report of an expert who had visited the Srirangam temple in the South to study suitable methods of renovating its architecture and preserve paintings. UNESCO's assistance would be known after the Indian National Commission has approved of the expert's recommendations.

The establishment of a National Book Development Council, following the recommendations of a conference sponsored by UNESCO last year in Japan to cope up with the need of books in developing countries, has been announced in New Delhi.

The Book Development Council will undertake a comprehensive survey of the need of books in the country and also investigate into resources for their publication. UNESCO is expected to assist in this programme.

Consortium

The UNESCO would shortly organise an international educational consortium to assist India to implement the Educational Commission's report. More than 15 member States of the UNESCO had already expressed their willingness to join the consortium, which was likely to be convened in the middle of this year.

The Union Government would present a report to the consortium particularly on those parts of the commission's recommendations which would benefit from international co-operation.

CULTURAL EXCHANGE

INDO -SOVIET JOINT VENTURES

The delegation of Soviet scientists headed by Mr. P. N. Fedoseev. Vice-President of the USSR Academy of Sciences, has been recently in this country for about three weeks.

During their stay in the country, the Soviet Scientists exchanged opinions with their Indian colleagues on questions of scientific research, the training of scientific personnel, the practical application of scientific achievements in industry, and the further extension of cooperation between the Soviet Union and India, They acquainted themselves with the organization of research in a number of Indian institutes and universities. delivered lectures there on electronics, biochemistry, quantum physics, sociology, and gave details of Soviet scientific progress.

Mr. Fedoseev gave a number of examples where Soviet and Indian scientists could undertake long-term joint ventures in the fields of oceanography, irrigation, utilization of solar energy and study of cosmic rays.

Cybernetics

Mr. V. M. Glushkov, Director of the Institute of Cybernetics and Vice-President of the Academy of Sciences of the Ukrainian Republic, explained that the recent achievements in the branch of Cybernetics had proved that computer could solve mathematical problems better than an average mathematician.

He referred to the view held by some Western scientists a decade ago that no substantial progress could be achieved in this branch of science, and that it was impossible to design a machine which could replace the human brain.

Top Soviet scientists had, however, predicted that substantial progress would be achieved in designing a programme for computers, which could solve mathematical problems better then an average mathematician. This prediction had been proved at least as far as mathematical logic was concerned, he said.

Mr. Glushkov said the science of Cybernetics was developing, rapidly in the USSR.

He said there are two laws concerning the transformation in Cybernetics. First one is that any kind of information may be transformed in numerical form. The second law is much more important and profound in which the transformation of information is possible by dividing the basic law of the subject as it has some atomic structure.

Dental Seminar

Three British dental specialists visited India recently to hold a seminar for Indian dental professors, lecturers and post-graduate research students. The seminar was held in Madras from January 9 to 28 under the joint auspices of the British Council and the Dental Council of India.

The three specialists were Professor W.A.S. Alldritt, head of the Department of Periodontics, School of Dentistry, Belfast, Northern Ireland; Mr R.I.H. Whitlock, Dental Consultant, Plastic and Maxillo-Facial Centre, Throne Hospital, Belfast; and Mr. M. F. Barnes, dental technician at the Plastic and Maxillo-Facial Centre, Royal Victoria Hospital, Belfast.

The British Council arranged their visit at the request of the Dental Council of India. The Madras seminar was the second of its kind and it concentrated on various aspects of periodontology and maxillo-facial surgery. The first such seminar was held in Lucknow in January 1966.

Comex Arriving On Aug 23

In the summer of 1965 about 200 Commonwealth students came overland from London in four coaches. That was Commonwealth Expedition No. 1 (Commex I).

The idea has been revived for a repeat performance. Comex II this time consisting of 600 students will be arriving in New Delhi on August 23, 1967. Of this the largest group of students 300 from Britin—about 30 each from the major universities — shall be leaving for India on July 20, visiting other Commonwealth and non-Commonwealth countries en route. The other group will arrive in Delhi by August 23.

The Comex delegates shall be accommodated in various student hostels in Delhi and also in homes of private individuals. The Union Government played host last time. This time a committee has been formed in Delhi to make arrangements for the stay and the activities of the group while in the city.

The idea of a Commonwealth expedition was conceived by Jawaharlal Nehru and Lt-Col. Lionel Gregory. The scheme took active shape in 1965, when the first expedition led by Lt-Col. Gregory visited India.

Ten deluxe coaches shall be supplied to them free by Messrs Ferguson in England, while in India the Tourist Department is doing its best to facilitate matters in connection with their stay here.

Lt-Col Gregory, the initiator of the entire scheme, is paying an advance visit to all the stopping places en route to India. It is also planned to select some Indian students to accompany the expedition to Ceylon.

Stress on Study of Economics of Research

A Hungarian delegation of scientists, which visited various research laboratories in India, is of the view that every Indian scientist "should study the fundamentals of economics to evaluate in advance the results of his research."

The delegation consists of Dr. Gyorgy Koranyi, Director, of Technical Development in the Hungarian Ministry of Heavy Industry, Dr Valko, Joint Secretary of the Federation of Technical and Scientific and Dr. Arthur Horn, Head of the Department of Veterinary Sciences, Budapest, University.

Dr. Koranyi, leader of the delegation, said in New Delhi, recently that a trend was noticeable in the national laborato—ries in India to pay increasing attention to the economics of research. The laboratories were also trying to concentrate on applied research.

He said that it was not advisable to transfer fundamental research from the laboratories to the universities because applied research also needed a certain amount of fundamental research.

Two Year Plan

The delegation will draw up a two-year programme of joint scientific research between India and Hungary in accordance with the scientific exchange agreement signed last year.

It discussed with the Council of Scientific and Industrial Research the specific areas of joint research.

The delegation felt those who directed scientific research in India had "to make the choice where financial investment was needed so that maximum benefits came to the country from research work. It would also help avoid waste and determine areas of national priorities."

Dr. Horn said agriculture and cattle development were given higher priority in Hungary. He wondered whether India was giving sufficient priority to agricultural needs.

AUSTRALIA SIGNS EDUCATION PACT

Australia has joined more than 30 other countries in accepting the Convention Against Discrimination in Education adopted by the eleventh general assembly of UNESCO in December, 1960.

All acceptor-States undertake to proscribe discrimination in education and to promote equality of opportunity for all.

The Minister for External Affairs, Mr. Paul Hasluck, announced recently that the instrument of Australia's acceptance had been deposited with the Director-Generl of UNESCO on November 29. The convention would now apply to Australia and its territories.

BRITISH EXPERT FOR INDIA

The Works Labour Manager, of a British firm Mr. Maurice Iver Mulgrave, has taken his assignment as a member of an international team attached to the National Institute for Training in Industrial Engineering at Powai, near Bombay.

He Works as Labour Manager, Associated Octel Co. Ltd., of Wirral, Cheshire (North-West England). Mr. Musgrave is a Corporate Member of the Institute of Personnel Management and of the Institute of Industrial Safety Officers. He has been appointed by Britain's Ministry of Overseas Development on behalf of the International Labour Office for a United Nations Project.

AWARDS

100 MORE STIPENDS FOR MEDICAL STUDENTS

In order to meet the requirements of doctors the Union, Government has decide dto award 100 stipends of Rs. 100/ a month for male medical students pursuing the M.B.B.S. course. This is in addition to the scheme already instituted in 1965 for the award of stipends to women medical students.

Selected candidates are required to give an undertaking to serve the Central Government or the State Governments or the local bodies anywhere in the country for the family planning and maternity and child health programmes for a period equal to the period for which they availed of the stipends.

Candidates already receiving merit stipends of scholarships are eligible for those stipends.

15 MERIT SCHOLARSHIPS

The Punjab Agricultural University has decided to institute 15 new merit scholarships of Rs. 75/- each. These are: Five scholarships for first year of B. .SC. (Animal Science), and five for first year of B.Sc. (Home Science) , and five for first year of B.Sc. (Agriculture).

A 10-day training course in tractor driving and maintenance was organized for the extension of argicultural engineering, Ludhiana. Thrity-one farmers from various districts participated.

Dr. R.C. Paul, Professor and Head of Chemistry, Punjab University has been elected a Fellow of National Institute of Sciences, India.

Campus News

Punjab Agricultural Varsity Department of Extension Education plans to hold a Kisan Mela shortly. The salient features of the Kisan Mela would be the setting up of an Agro-industrial exhibition, practical demonstrations of various agricultural operations, guided visits and ploughing competitions.

A short training course in fruit and vegetable preservation was conducted by the college of Home Science, from December 26 to 31, 1966. The course was attended by 30 women.

A four-day orientation course was organised at Hissar Campus for peace Corps volunteers assigned to Haryana.

Punjab Agricultural University has decided to reserve 20 per cent of the posts in the University for members of the Scheduled Castes, Scheduled Tribes and other backward classes. The decision will not apply to posts in teaching, research and extension departments.

Delhi University is considering a proposal for setting up a centre for the study of life sciences where experts from various disciplines under bio-sciences could meet and exchange ideas. The proposal would be implemented if necessary funds become available in the Fourth Plan for the purpose. The centre is proposed to be set up at the Vithalbhai Patel Chest Institute.

The centre would provide an academic complex to scientists and experts from the fields of Biology, Zoology, Biophysics, Botany and other life sciences including Medicine and Surgery. They would frequently meet at one place and discuss their achievements, problems and programmes.

Rajasthan University has decided to permit such persons who have taken their Master's degree in Arts, Science, and Commerce of the University in the third division to reappear at the University Examinations in the same subject by taking all the papers prescribed for the previous and final examination together in accordance with the syllabus in force.



A group of 50 American Fulbright scholars called on Prime Minister, Mrs. Indira Gandhi, recently. Mrs. Gandhi is seen signing an autograph for one of the grantees.

The University has decided to re-employ teachers of exceptional merit after the age of 63 and till the age of 65 by one yearly extension provided he continues to be mentally and physically fit for duty.

Viva-Voce Examination has been made compulsory in the University for all Ph. D. candidates.

Bangalore University has decided to introduce Kannada as an optional medium of instruction in Arts, Science and Commerce at the pre-university level.

The university proposes to reduce the degree courses in evening colleges from four to three years.

The examinations for XI standard students will be conducted by the University this year. In setting question papers, the university woud keep the required standards in view because those who succeed would be joining degree classes.

Nagpur University has introduced a Diploma Course in the Teaching of English. The course has been designed to impart instruction, mainly to College teachers, in Phonetics, Linguistics, Modern English structure and New Methods and Techniques of teaching English as a foreign language . The examination consists of three papers and a Practical Test, in

addition to lectures. The course also includes practical work, including demonstration lessons and guided practice lessons by the trainees. The scheme has been approved by the U.G.C.

The University has stipulated that the Diploma should be considered as a desirable additional qualification for all teachers of English in colleges and those candidates possessing a III class M. A. degree would be eligible for appointment as lecturers if they complete this course and pass the examination for the Diploma.

Since the course is meant not only for new entrants in the profession but also as in-service training for those already employed in colleges, the classes are held in the evening and continued throughout the academic session.

The first batch of 11 Diploma holders passed out in July 1966 and 17 students have been enrolled in the current session.

A two-week short course in the Teaching of English was also organised for teachers in affiliated colleges recently in which 55 teachers participated.

Shivaji University has decided to introduce the semester system examinations in the last two years to the course leading to the B.Sc. degree. The course for these two years will be divided into four semesters in all and there will be an examination by the University at the end of each semester.

The idea is to enable students to concentrate more closely on their studies and to grasp more effectively the subjects taught to them. The University has already introduced the semester system into its courses for the B. E. degree and the results of this change have been encouraging.

Bombay University : Commerce Colleges in Bombay are to be permitted to hold morning or evening classes from June. A decision to this effect was taken by the academic council of Bombay University recently.

The commerce colleges will decide whether they could have morning or evening colleges. They would be permitted to hold either morning or evening classes but not both.

Calcutta University : For the first time in the history of Calcutta University, the post-graduate examinees in Arts and Commerce will sit for their M. A. examination, to begin from March next, in different Calcutta colleges. Over 10 recognised colleges in the city will be requisitioned for the purpose.

According to the Controller of Examinations, the spurt of M. A and M. Com. examinees (who number about 8,000) this year had made it impossible for the University authorities to accommodate them all in the Calcutta University buildings.

Visvabharati : A number of books were presented to Juvenile Section University Library recently the Tagore Society of Moscow.

The first Gram-Lakshmi Training Course was conducted by the Home Economic Training Centre, Sriniketan. Altogether 28 women traines from different districts of Bengal joined the course which ended recently.

Madras University proposes to introduce Tamil medium for teaching humanities in the Degree courses from the coming academic year. The measure is for the benefit of those who passed the Pre-University course in the Tamil medium.

Bangalore Varsity Sets The Pace

The Bangalore University has made history by being the first in the country to have allowed students a say in academic matters.

According to Vice-Chancellor Prof. V. K. Gokak (who was mainly responsible for the innovation), this is a step to democratise student opinon "This is a recognition of the fact that academic policy directly concerns the students and that it is but right that we must assess their feelings on all issues."

The way Prof. Gokak "democratised" student opinion was to invite student representatives for across-the-table discussions which resulted in the setting up of the Bangalore University Student Council. After discussions a list of issues was prepared on which an opinion poll was conducted.

The Student Council then sat down to make its recommendations which the University presented to the Academic Council meeting. "The fact that all the suggestions were accepted in toto by the Academic Council, shows that the students have gone about their job in a responsible way," Prof. Gokak said.

The opinion poll was conducted on four issues: (1) the desirability of introducing Kannada as medium of instruction; (2) abolition of capitation fee in professional colleges; (3) abolition of Part IV (general science or social science) form the first degree syllabus; and (4) the question of 40 per cent as minimum marks for admission to pre-university classes.

The results were at least partly surprising; only 708 voted for Kannada medium while 7,800 voted against, and nearly half of those polled on the abolition of Part IV voted against (4,850 for; 4778 against); while a great majority of the students

(*See page 12*)

Item	1950-51			1955-56		
	Boys	Girls	Total	Boys	Gitls	Total
1	2	3	4	5	6	7
A. *College for Music and Dancing*						
1. Number of Colleges	9		12	15	4	19
2. Enrolment by type of Institutions ..	928 (a)	1,077 (a)	2,005 (a)	1,201 (a)	2, 8 (a)	,5 9 (a)
. Enrolment by courses	1,188	1,12	2, 11	1,579	1,84	,422
4. Expenditure by sources : (Rs. in 000's)						
Govt. Funds	1,89 (59·8)	8 (27·6)	1,97 (57·1)	2,02 (47·)	11 (12·1)	2,1 (41·1)
Local Board Funds	— (—)	.. (—)	.. (—)	2 (0·5)	.. (—)	2 (0·4)
Fees	59 (18·7)	19 (65·5)	78 (22·6)	1,10 (26·8)	77 (84·6)	1,87 (6·1)
Other Sources	68 (21·5)	2 (6·9)	70 (20·3)	1,1 (26·4)	(·)	1,16 (22·4)
Total	,16 (100·0)	29 (110·0)	,45 (100·0)	4,27 (100·0)	91 (100·0)	5,18 (100·0)
5. Exp. on teachers salaries (Rs. in 00's) ..	2.04	21	2,25	,17	59	,76
6. Percentage of teacher's salary to total expenditure			(65·0)			(72·7)
7. Average annual cost per pupil (Rs.) ..			172·2			146·3

Cultural Education

1955-57			1960-61			1961-62		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
8	9	10	11	12	13	14	15	16
17	5	22	38	7	45	39	7	46
1,404 (a)	2,726 (a)	4,100 (a)	2,248 (a)	4,667 (a)	6,195 (a)	2,774 (a)	5,169 (a)	7,943 (a)
1,628	2,110	3,738	2,819	3,499	6,318	3,142	3,928	7,070
4,19 (62·7)	13 (12·2)	4,32 (55·8)	8,42 (64·1)	56 (26·4)	8,98 (58·9)	7,35 (52·3)	35 (16·9)	7,70 (47·7)
1 (0·1)	.. (—)	1 (0·1)	3 (0·2)	..	3 (0·2)	2 (0·1)	1 (0·5)	3 (0·2)
1,24 (18·6)	90 (84·1)	2,14 (27·6)	2,23 (17·4)	1,35 (63·7)	3,63 (23·8)	2,19 (15·6)	1,57 (75·9)	3,76 (23·3)
1,24 (18·6)	4 (3·7)	1,28 (16·5)	2,40 (18·3)	21 (9·9)	2,61 (17·1)	4,50 (32·0)	14 (6·8)	4,64 (28·8)
6,68 (100·0)	1,07 (100·0)	7,75 (100·0)	13,13 (100·0)	2,12 (100·0)	15,25 (100·0)	14,06 (100·0)	2,071 (100·0)	6 ,13 (100·0)
4,78	67	5,45	8,99	1,20	10,19	9,24	1,21	1,04
		(70·3)			66·8			64·7
		188·6			220·5			203·1

(a) Includes enrolment in other Fine Arts.

SCHOLARSHIPS FOR ATHLETES

Student athletes both boys and girls will be given scholarship by the Union Government under its newly-drawn up scheme for sports talent search.

Altogether there will be 150 scholarships and these will be shared by day scholars and hostelers in the ratio of 1:2. The rate admissible for day scholars will be Rs. 20/- for Degree Classes.

Preference will be given to students who are willing to reside in hostels and, even within the approved age group of 12 to 21 years, are young in age. The rates of scholarship for hostelers are: Class VIII only -Rs. 60/- Classes IX, X & XI-Rs. 80/- and Degree classes- Rs. 90/-

It is also proposed to give a non-recurring grant of Rs. 100/- each to those schools which need athletic equipment.

The scholarships, once awarded, will continue till the student attains the age of 21 years or leaves his studies, whichever is earlier, provided that the selected candidate continues to make satisfactory progress in his athletic career and simultaneously, also continues to maintain a satisfactory academic record.

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voted for a 41 per cent minimum for admission to PUC as those against (7,150 against 2,759). Even on the question of the abolition of capitation fees as many as 165 voted against (and most of these were from professional colleges which levy this fee). Nine-thousand six hundred and three students wanted its abolition.

The University ascertained student opinion in all the constituent colleges. Twenty-eight affiliated colleges furnished information regarding the student opinion at the meetings held in their colleges, five of them however did not furnish information in the proper order.



Picture shows a dance item staged by Kerala University students at Trivandrum recently.

On the basis of the rates detailed above, the total expenditure for the year 1966-67 has been calculated at Rs. 1,10,600. The Central Government will bear 50 per cent of the amount of scholarships to be allotted to the State of West Bengal while the balance of 50 per cent is to be borne by the State Government. The amount will be increased from year to year as talent is spotted in the field of sports.

Kurukshetra Varsity proposes to have a separate college of Sanskrit on the lines of the one run by Banaras Hindu University.

A scheme of Voluntary Social Service for students initiated by the University in order to channelise their energies and idealism along creative lines is taking practical shape. Batches of students, along with a few members of the staff, are doing earth work for a few hours every evening at the site of the open air theatre under construction.

About 120 men and women students are engaged in sanitation and personnel hygiene in the nearby villages adopted by the University.

PERSONAL

Dr. G.S. Ghurye, Emeritus Professor in the University of Bombay, was awarded the Dadabhai Naoroji Memorial Prize for 1966.

Dr. S. Hussain Zaheer, Chairman of the National Research and Development Corporation, has proceeded to US to participate in a special seminar on international science policies on research and development.

Dr. A.E. Dasten, Advisor in Animal Sciences, Punjab Agricultural University, died recently.

Mr. Zawar Hussain, Vice-Chancellor of Magadh University, has resigned.

Senator Miller, a member of the U.S. Congress apporopriatetions Committee, visited the Ludhiana Campus recently and had discussions with Deans, Directors and Heads of Departments of the University.

Mr. Y.T. Shetty. of the USAID was to the Bangalore Agricultural University to study the hybrid maize programme.

Mr. M.V. Keldish, President of the USSR Academy of Sciences and Prof. A.M. Prokhosov were conferred the honourary degree of the Doctor of Science by the Delhi University recently.

Book Reviews

Meet Your University, Published by Jiwaji University, Gwalior 1966

The Preface to this small booklet expains why it has been written. New students coming to the University for the first time, especially from rural and semi-urban areas, find themselves in a new and strange world. The sudden change in their surroundings and the new and unaccustomed approach to their studies is likely to make their first months in college a period of bewilderment. This booklet is an attempt to help them in their orientation to college life.

It is a matter of gratification that the booklet lives up to its promise. It deals with the problems of adjustment in a college in a manner that is at once imi ginative and lively. Topics like How is college different from school ?, Must you work hard?, Working only when the 'mood', comes, How to improve one's memory, concentration and How to increase the speed of reading, are dealt with without any stuffiness and in a manner which is calculated to help new comers to college. There are useful hints on making a weekly time-table, setting the order of work, revision before the examination and such other problems which inevitabley arise in the life of a student who joins a college. Those students who have lived in a boarding house at the school stage perhaps have acquired enough self-reliance to be able solve these problems on their own. But in the case of those students who come from rural or semi-rural backgrounds and in whose homes there is no atmosphere of work or study, these hints are helpful, indeed.

The booklet is very well illustrated and beautifully printed and it should be a joy for anyone to read it and handle it. Jiwaji University is to be congratulated on having taken an important step in the direction of edveloping proper students services, a topic about which one hears a great deal these days but about which not much is being done in actual practice.

– Amrik Singh

Higher Education in The United Kingdom:— A Handbook for Students from Overseas and their Advisers. Published by Longmans, Green for the British, Council and the Association of Commonwealth Universities, London; 1966. Pp 304; Price-10s.

A Compendium of University Entrance Requirements for First Degree Courses in the United Kingdom in 1967-68 published by the Association of Commonwealth Universities, London, Pp. 235; Price 14s. 5d.

The above volumes are a mine of information and are indispensable for every agency which seeks to advice students wishing to join a University or a College of Advanced Technology in U.K. The 1956 edition of the Handbook on Higher Education in the United Kingdom has a Directory of Subjects in which are listed about 200 subject headings arranged in alphabetical order together with details about the availability of the causes. like the name of the University, the title of the first degree, diploma or Certificate for which the subject mentioned can be offered, etc.

Other contents include (i) postal addresses of universities, colleges of technology, G.C.E. examining bodies, etc. (ii) Tables listing university fees and other charges (iii) General information including method of application, student life, scholarships available etc. and (iv) a summary of admission requirements for overseas students Above all, there are two valuable introductory essays (1) Universities of the U.K. by Lord James Rusholme and (2) Vocational Education and Technical Colleges by Mr. R.E. Wood.

The fourth edition of the Compendium sets out the entrance requirements for full-time first degree courses in U.K. for the session 1967-68. A candidate for the C.C.E. examination has a wide variety of subjects to choose from. But Universities insist on what is termed as "General Requirement" and the "Course requirement "The purpose of the General Requirement is to ensure that the previous intellectual training of those to be admitted to first degree courses has been sufficiently wide and broadly based." The Course Requirement may be expressed by Universities in various ways : Advanced level passes in certain named subjects for particular courses or drawn from a specified group of subjects, etc. It is good to see these Course Requirements in 80 tables grouped (1) Simple Honours Courses (2) Combined Honours Courses (3) General degree Courses. This facilitates comparison of the Course Rquirements of different universities for broadly similar degree courses. There are also about eight pages of further information about those institutions which follow a pattern somewhat different from the usual one, and six useful Appendices.

These two volumes are a must for all University Information Officers and Student Information Bureaus.

—M. S. Ramamurthy

History Congress

Dr. M. S. Venkataramani, Professor and Head of the Department of American Studies, Indian School of International Studies was the President of the third All-India Indo-American History Congress held at Bangalore from December 26 to 28,

Dr. Giriji K. Mookerjee, Visiting Professor of European Studies at the School was President of the non-Indian section of the Indian History Congress held at Mysore in December 1966.

READERS' FORUM

I read somewhere that Correspondence Courses are going to be started at the Secondary Stage Can you give some information about it ?

K.R. Grokhela, Nanded

There is a proposal to start Correspondence Course at the secondary stage from 1967. This is primarily meant for those who, for various reasons, were not able to continue studies beyond the middle school. The scheme will be administered by the Directorate of Education, Delhi Administration and students who have passed class VIII or equivalent examination, resident in the Union Territory of Delhi, will be eligible to join the course. The courses will be in conformity with the All-India Higher Secondary Scheme of the Central Board of Secondary Education. Only courses which do not involve any practical or laboratory work will be started initially.

Is there anything with regard to this scheme that you would like to know ?

Which Universities in India offer Masters degree and diploma courses in Linguistics ?

Suresh K. Vidyalankar, Hardwar.

Master's degree course in Linguistics is offered by the Universities of Agra, Annamalai, Bhagalpur, Bombay, Delhi Kerala, Lucknow, Osmania, Poona and Shivaji.

A Master's degree course in Philosophy and Linguistics is available in the Universities of Kurukshetra and Saugar.

A Master's degree course in Urdu with Linguistics is available in the Aligarh Muslim University.

Diploma Course in Linguistics are offered by the Universities of Baroda, Delhi (Post M .A.) and Osmania.

Can I study a formal course in Television in India ?

B.R. Sircar, Bombay.

A diploma Course in Television is proposed to be started at Madras from 1967 in the Institute of Film Technology, Madras. The minimum qualification for admission to the course is a pass in the Pre-University examination.

Where should I try for a loan scholarship and to whom should I write ?

C. Balkrishna, Calcutta

You may please write to the Deputy Secretary to the Government of India, External Scholarship Division, Bureau of Scholarships, Language and Auxillary Educational Services, Ministry of Education, Government of India, New Delhi, for particulars.

I request you to furnish me with the details regarding the availability of post-graduate courses (both degrees and diplomas) in Dermatology in the medical colleges of the various States in India.

Dr. C.S. Dasarathan, Madurai

The Universities of Andhra, Calcutta, Madras and Panjab, award diplomas in Dermatology. For the names of the Colleges where the courses are run you may write to the Registrar to the University of your choice.

Will you please send me an application form for the National Diploma in Commerce ?

V.K. Puri, Calcutta

The National Diploma in Commerce was being awarded by the All India Council of Technical Education, Government of India. It is understood that the course has now been discontinued.

Women and Science

One out of every 10 post-graduate students in India is a woman studying for an M. Sc. degree, according to a survey conducted by the Indian Council of Scientific and Industrial Research. The survey reveals that a total of 6,000 Indian women are now doing post-graduate studies in Science. It is disclosed that 70 per cent of Indian women scientists are under 30, with 3 per cent over 40.

More than 50 per cent of them are in Biology departments, 10 per cent in Mathematics and Physics each, and 5 per cent in Chemistry. Seventy-eight per cent of Indian women scientists are employed in the teaching profession.

Sanskrit and Kannada Dictionary

The Mysore Oriental Research Institute has brought to light a palm leaf manuscript of Sanskrit-Kannada dictionary of the 14th century A. D.

The dictionary is a rare work with 20,000 words, is in two volumes and words are arranged in the alphabetical order. This shows that our writers "knew indexing even in 14th century". The author of this work is not known.

Classified Advertisements

UNIVERSITY OF SAUGAR

Application sareinvited soasto reach the Registrar, University of Saugar, before February the 19th, 1967 for the posts listed below on a prescribed form available on demand and on payment of Rs. 5.00 by Indian Postal Order from the University Office stating minimum slary acceptable.

2. Candidates already in service should send their applications through proper channel. An advance copy,however, may be sent direct. The application should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

3. Candidates selected for interview will have to come to Sangar at their own expenses and bring with them their original research papers degree etc.

4. Service during the temporary appointment, including the probationary period, may be terminated without notice and without assigning any reason.

5. The period of probation shall be two years from the date of substantive appointment to the permanent post. The period of probation may be extended by such further period as the Executive Council may deem fit, but the total period of probation shall, in no case exceed three years.

6. The age of retirement is sixty years.

7. The candidates must show their qualifications from matriculation upwards in detail.

8. *Department of English.*

One post of Assistant Professor (Temporary but likely to be permanent).

(*i*) **Salary** scale—Rs. 400.00 p.m. fixed for the period of temporary appointment. Rs. 400—30—640—40—800 with benefits of Provident Fund according to rules with effect from the date of substantive appointment when the post becomes permanent.

A higher salary may be given in case of deserving candidate.

(*ii*) **Qualifications essential.**

(a) A first class Master's degree or an equivalent degree in the subject recognised for the purpose by the University.

OR

A second class Master's or an equivalent degree in the subject recognised by the University with at least two years' teaching experience of post-graduate classes, preferably at a University or with recognised research work.

9. *Department of Political Science.*

One post of Assistant Professor (Permament) on the salary scale of Rs. 400—30*640—800 2ith Provident Fund benefits according to rules. A higher salary may be given in case of deserving candidates.

Qualifications essential.

(a) A first class Master's degree or an equivalent degree in the subject recognised for the purpose by the University.

OR

A second class Master's or an equivalent degree in the subject recognised by the University with at least two year's teaching experience of post-graduate classes. preferably at University or with reocognised research work.

(b) Ablity to teach in Hindi.

Desirable:

Experience of teaching Public Administration at the post-graduate level.

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the following posts in the scale of Rs. 400—40—800—50—950:—

1. One Lecturer in Economic Statistics.

Curricular Vitae

Tribhuvan University, Kathmandu (Nepal) invites Curricular Vitae from retired University Professors in Humanities and, Sciences, interested in research guidance and development of the Departments. The assignment will be on contract basis for a period of two to three years.

The particulars may be sent direct to the Vice-Chancellor, Tribhuvan University, Kathmandu

2. One Lecturer in Social Anthropology.

Dearness, City Compensatory and House Rent Allowances and Provident Fund benefits admissible according to the University rules in force from time to time.

Qualifications:

Good academic record with first or high Second Class Master's Degree in the subject concerned. Evidence of published work/advanced studies or experience of teaching degree classes for not less than two years.

The prescribed application form may be had from the Registrar's office either personally or by sending a self addressed envelope with stamps worth Rs. 70.00 paisa to cover postage.

Applications (on the prescribed form) should reach the Registrar, University of Delhi, Delhi-7, not later than 4th February, 1967.

N.B. Relaxation of any of the qualifications may be made in exceptional eases. Canvassing in any form by or on behalf of the candidate will disqualify.

INTER-UNIVERSITY BOARD CF INDIA AND CEYLON ROUSE AVENUE, NEW DELHI, WISTH TO APPOINT:

1. An Assistant Secretary in the

Grade of Rs. 700—40—1100 plus allowances. Applicants must have good Master's degree (Doctorate will be preferred), considerable experience of teaching or University Administration and a lively understanding of issues in higher education.

Applications are also invited for a post each of

2. **An Assistant Evaluation Officer** in the Grade of Rs. 350—25—650 plus allowances. Appicants must be at least graduates (Science Graduate preferred) with experience and understanding of university Rules and Regulations. Knowledge of Statistics will be an additional qualification

3. **A Professional Assistant** for the Library in the Grade of Rs. 250—15—400 plus allowances. Applicants should at least be graduates with Diploma in library Science (experience of bibliographical work preferred). This particular post is for a period of two years in the first instance.

Only outstanding candidates will be considered; higher start can be given in suitable cases. Apply to the undersigned with full particulars by 15th of February 1967.

SECRETARY

UNIVERSITY OF SAUGAR

Applications are invited so as to reach the Registrar, University of Saugar, before February the £9th 1967 for the posts listed below on a prescribed form available on demand and on payment of Rs. 5.00 by Indian Postal Order from the University Office stating minimum salary acceptable.

2. Candidates already in service should send their applications through proper channel. An advance copy, however, may be sent direct. The applications should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

3. Candidates selected for interview will have to come to Sagar at their own expense and bring with them their original research papers degree etc.

4. Service during the temporary appointment, including the probationary period, may be terminated without notice and without assigning any reason.

5. The period of probation shall be two years from the date of substantive appointment to the permanent post. The period of probation may be extended by such further period as the Executive Council may deem fit, but the total period of probation shall in no case exceed three years.

6. The age of retirement is sixty years.

7. The candidates must show their qualifications from matriculation upwards in detail.

8. **Department of Hindi**

One Post of Assistant Professor (Temporary for one year only but likely to be permanent).

(*i*) Salary scale—Rs. 400.00 p.m. fixed for the period of temporary appointment. Rs. 400—30—640—40—800 with benefits of Provident Fund according to rules with effect from the date of substantive appointment when the post becomes permanent.

A higher salary may be given in case of deserving candidate.

(*ii*) **Qualifications essential.**

(a) A first class Master's degree or an equivalent degree in Hindi recognised by the University.

OR

A second class Master's or an equivalent degree in Hindi recognised by the University with at least two years' teaching experience of post-graduate classes, preferably at a University or with recognised research work.

Desirable:

(a) Specialisation in Indian Poetries and Criticism.

(b) Experience of teaching Ancient and Medieval Hindi poetry.

(c) Sound knowledge of Sanskrit Language and Literature.

(d) Good knowledge and teaching experience of Linguistics.

(e) Experience of guiding Research.

9. **Department of Philology Linguistics.**

One post of Assistant Professor (Permanent) on the salary scale of Rs. 400—30—640—40—800 with Provident Fund benefits according to rules. A higher salary may be given in case of deserving candidates.

Qualifications essential

(a) A first class Master's degree or an equivalent degree in Linguistics recognised by the University.

OR

A second class Master's or an equivalent degree in Linguistics recognised by the University with at least two years' teaching experience of post-graduate classes, preferably at University or with recognised research work.

(b) Ability to teach in Hindi.

Desirable:

(a) Doctor's degree in Descriptive Linguistics.

(b) Experience of guiding research work.

(c) Published Research papers or works in Historical Linguistics or Phonology.

(*d*) Special knoweledge of Phonetics, dialectology and field methods.

(S. J. NAIDU)
Registrar.

Indian Institute of Technology, Bombay

Applications for the following permanent posts of Professor, & Assistant Professor in the Department of Humanities are invited on or before 5th March 1957 in the prescribed form obtainable from the Registrar, Indian Institute of Technology, P.O. I.I.T. Powai, Bombay-26, on request accompanied by self addressed 10 Ps. stamped envelope (23 cm. x 10 cm.) Candidates from abroad may apply on plain paper. Candidates employed in Government-Semi Government Organisation or Educational Institution must apply through proper channel-

Department of Humanities

Professor—Scale of Pay Rs. 11000-50-60-1600 plus allowances as admissible to Central Government employees.

Assistant Professor

Scale of Pay: Rs. 700-50-1250 plus allowance as admissible to Central Government Servants.

Age: Preferably over 30 years.

Qualification of Experience

First Class Master's degree or Doctorate Degree with specialization in Economics or Industrial Psychology or Industrial management At least 10 years experience for Professor and 5 years experience for Assistant Professor in teaching and research. Candidate a should be able to teach Economics/ Industrial Psychology/Industrial Management and related subjects to Engineering students both at Undergraduate and Postgraduate level.

University of Udaipur

Applications are invited for the following posts in the University of Udaipur. Qualifications can be relaxed and higher start be allowed for outstanding experience and achievement. Benefits of Provident Fund, Leave etc. would be according to the University Rules. Application form can be obtained from the undersigned on payment of Rs. 1(- (Rupee one) through crossed Postal Order drawn in the name of Comptroller, University of Udiapur, A self addressed levenope 9" x 4" should invariably be sent along with the postal order for despatch of prescribed Application Form. Application on prescribed form must reach the undersigned by 27th February, 1967.

College of Vetarinary & Animal Science, Bikaner

1. **Lecturer in:—**

   (*a*) Dairy Sicnece (Temporary likely to be permanent)

   (*b*) Poultry Science (Temporary,. likely to be permanent)

   (*c*) Obstetrics & Gynaecology (Temporary, likely to be permanent)

   (*d*) Farm Economics & Statistics (Leave vacancy upto February (1966)

   (*e*) Pathology & Bacteriology (Leave vacancy upto February, 1969)

   (*f*) Animal Nutrition (Leave vacancy upto June, 1969)

   (*g*) Veterinary Surgery (Leave vacancy upto February, 1969)

Grade: 408-30-640-EB-49-800 plus usual D.A.

Qualifications : (Fssential)—A deegree or diploma in Vety. Science with good academic record. Advanced post-graduate training in the subject at a recognized place of higher lerning of atleast one year duration.

Teaching and/or research experience of three years.

2. Instructors (two)—Leave vacancies : one up to February, 1968 and the other up two August, 1968.

Grade : Zs. 225—20—285—25—560—30—800 plus usual Dearness Allowance

Qualifications : Degree or diploma in in Veterinary Science with good academic eareer with aptitude for teaching and research work. Postgraduate training will be considered as additional qualification.

College of Agriculture Udaipur Jobner Zeader in :

   (a) Zoology & Entomology two posts (temporary, likely to be permanent)

   (b) Ag. Botany (only upto September, 1968 for the present)

Grade : 700—43—1100—plus usual Dearness Allowance.

Qualifications : (Essential) — Atleast a good second class B.Sc. (Ag). with good second class M.Sc. or M.Sc. or M.Sc. (Ag.) in the subject from a recognized Institution. Either a research degree of Doctorate standard or published work of an equivalent standard. Atleast five years' experience of degree and post-graduate teaching and(or research in the subject as evidenced by published work of merit.

(Desirable)—Ph.D. Research publications would be considdered as additional qualifications.

2. **Lecturer in:—**

   (*a*) Ag. Botany (Temporary, likely to be permanent)

   (*b*) Ag. Engineering (Temporary, likely to be permanent)

Grade: 400-30-640-EB-40-800 plus usual Dearness Allowance.

Qualifications : (Essential) Atleast a good second class B.S.c. (Ag.) with first class M.S.c. or M.S.c (Ag.) in the subject or in any of its branches or with with a good secord class Master's degree with at least three years degree classes teaching experience in a College of Agriculture and (or research or PhD. in the subject. (Desirable) for (a)—Specialization in Plant Physiology.

3. **Agricultural Engineer** (Temporary post under the Scheme for training to Minor Irrigation & Water Use)

Grade : 400-30-640-EB-40-800 plus usual Dearness Allowance:

Qualification : Atleast a second class B.S.c. in Agrl. Engineering or its equivalent with atleast two years experience in teaching or research in Irrigation and its allied subjects.

Agricultural Experiment Station

1. **Biochemist** : (Permanent post

Grade: 700-30-1100 plus usual Deraness Allowance.

Qualifications (Essential) — Atleast a good second class Bachelor's degree followed by a good second class Master's degree in the subject or in the related field from a recognized Institution. standard or published work of an equilant standard in Biochemistry. At least five years experience of degree and post-graduate teaching and/or research in the subject an evidenced by published work of merit.

(Desirable)—Resrach training from a Land Grant Institution in U.S.A. Capacity to conduct and supervise research in Biochemistry as applied to Agriculture.

2. **Assistant Research Officers** under the I.C.A.R. Schemes at Bikaner.

(*a*) Anatomy of Camels.

(*b*) Study of Helminth Parasites in Camel

(*c*) Economic Poultry Rations.
(All posts are temporary)

Grade : 400-30-640-EB-40-800 plus usual Dearness Allowance.

Qualifications : for the posts at (a) & (b) above :—

A degree or diploma in Veterinary Science with a good academic record. Advanced post-graduate training in the subject or in an allied field at a place of higher learning. Teching/ research experience of three years.

Qualifications: for the post at (c)—above:—A degree or diploma in Veterrinary Science with a good academic record. Training in Poultry (Animal Nutrition. Teaching (research experience of three years.

Preference will be given to candidates have research experience the subject as evidenced by published papers. Qualifications relaxable in exceptional cases.

School of Basic Sciences & Humanities (M.B. College)

Reader (one) in : Physics (post temporary, but likely to be permanenl

Grade : Rs. 700-40-1100 plus usua Dearness Allowance.

Qualifications : (Essential) At least a good 2nd class Bachelor's degree followed by a good second class Master's degree in the subject from a recognized Institution. Either a research degree of doctorate standard or published work of an equivalent standard. At least five years experience of degree and post-graduate teaching and or research in the subject as evidenced by published work of merit.

(Desirable) Ph.D. or published work of equivalent standard ih the field of Solid State Physics, Nuclear Physics or Theoretical Physics, Ability to guide guide students for doctoral research.

(Those who had applied earlier response to the advertisement No. 8(66, dated the 26th August, 1966, need not apply again now for the post of Reader in Physics.)

College of Veterinary & Animal Science, Bikaner

Artificial Insemination Officer (Gynaecology and Obstetrics)

Grade : Rs. 400-30-640-EB-40 800 plus usual Dearness Allowance.

Qualifications : (Essntial)—1. Degree or Diploma in Veterinary Science with good academic record. 2. Advanced or Post-Graduate training in the subject or in an allied subject at a place of higher learning. 3 Experience of three years at an Artificial Insemination Centre or and Seman Collection Centre.

Note : The number of posts may be reduced or increased.

R.S. GUPTA
Registrar

ALIGARH MUSLIM UNIVERSITY

Advertisement No. 1766-67

APPLICATIONS are invited on the prescribed form for the following posts:

1. **Professor of Elect. Engg. (Measurement Q Control) Scale : Rs. 1000 50-1500 plus D.A.**

Q. Basic degree in Engg. in concerned subject. At least 10 years experience of which at least 5 years should be in a position of responsibility in teaching, research design and or development. Post-grduate degree in Engg. **Desirable**: Published research work, provided that the stipulation regarding post-graduate qualifications may be waived in consideration of distinction in professions. **Preference** : Specialised in the area of measurements or control.

2. **Professor of Physics, Scale: Rs-1000-50-1500 plus D.A. (Engg. College).**

Q: A first or high second class Master's degree of an Indian University or an equivalent foreign qualifications in subject concerned, (ii) Reserach degree of doctorate standards or published work of high standard (iii) At least 10 years experience of teaching post-graduate classes and(or guiding rescearch. **Desirable.** Specialisation in nuclear reactor Physics and solid state Physics.

3. **Reader Zoology. Scale Rs. 600-40-1100 pkus D.A.**

Q : First or second class M.Sc. in Zoology of an Indian University or equivalent foreign qualification. Ph. D. or research work of high standard in Zoology. At least 5 year's experience of teaching post-graduate classes. **Desirable** : Experience of guiding research and published work in standard journals.

4. **Lecturer Persian. Scale Rs. 400-30-640-800 Plus D.A. (Qualifications ordinarily be required.**

Q- At least 1st or high 2nd class M.A. in Persian. **Desirable :** Some experience of teaching University classes and/or Research.

5. **Lecturer Maths. Scale Rs. 400-30-640-40-800. (Temp. for 2 years)**

Q: 1st or high 2nd class Master's degree in Maths or equivalent foreign qualifications. Teaching experience of at least 2 years. **Desirable :** Knowledge it Modern Algebra. Analysis, Funcnional Analysis, Differential Equation, Numerical Analysis Topology, Operational Research and Probabuility.

6. **Lecturer in Physics : Scale Rs. 400-30-640-40-800** plus D. A. (Womens College).

Q. 1st or high 2nd class Master's degree or equivalent foreign qualification in Physics, **Desirable :** 1, Teaching and Research experience. 2 Ability to organise and participate in the activities of a residential institution, Qualified woman candidates, will be given preference.

7. **Lecturer Tashkis-Amli-wa-Nus khanavisi, Tib. College. Scale Rs, 400-30-640-40-800 plus D.A. a as admissible under the rules.**

Q. B.U.M.S. equivalent, 3. years teaching experience or adequate professional Matab experience Knowledge of Arabic, Persian and English. **Desirable:** Research experience substantial contribution in Unani Medicine,

8. **Lecturer Anaesthesia. Tib. College, Scale Rs.** 400-30-640-40-800 **plus D.A.**

Q. M.B.B.S. with some experience of Anaesthesia in Hospital Medical College . **Desirable.** D.R.M.E. Knowledge of Urdu.

9. **Lecturer Anatomy, Tib. College, Scale Rs.** 400-30-640-40-800 **plus D= A.**

Q. M.B.B.S. with 2 years teaching experience **Desirable.** Knowledge of Urdu.

10. **Post-Graduate Teacher (Maths) Ahmadi School for Blind, Scale Rs.** 250-10-290-14-380-EB-15 - 470 **plus D.A.**

Q. Master's degree in Maths. **Dessirable :** University Degree. (Diploma in teaching and adequate experience of teaching the subjects in College or high classes in High. Higher Secondary Schools.

11. **Lecturers Urdu, Scale Rs.** 400 30-640-40-800, **plus D.A. The following qualifications ordinarily required:**

Q. 1st or high 2nd class M.A. is Urdu of an Indian University or equivalent foreign qualifications. **Desirable.** Some experience of teaching University classes and aptitude for Research.

12. **Lecturer Pol. Sc. Scale Rs.** 400-30-640-40-800 **plus D.A. Qualifications ordinarily be required.**

Q . 1st or high second class Master's degree of Indian University or equivalent foreign qualifications in Pol. Sc. **Desirable.** Experience of teaching research. Ability to teach International Law or Diplomatic History.

Prescribed application forms and instructions may be had from Registrar by sending self-addressed envelope 9" x 4".

Last date of receipt of applications 15-2-1967. Incomplete applications and those received late shall not be considered except by special permission. Higher start may be given for special qualifications and experience.

Sd-
Deputy Registrar

University of Poona

Applications are invited for the post of a Reader in Experimenta Psychelogy inthe scale of Rs. 700-40-1100, plus allowances admissible. This sxale is likely to be revised during the Fourth Five Year Plan period. Detailed information regarding the minimum qualifications, age limit, etc. will be supplied along with prescribed application form, on receipt of a self addresse denvelopel (9"x 4") bearing postal stamps worth Re. C.45 paise to cover the postag. Theapplications must reach the Univeersity office not later than STURDAY, 11th March, 1967.

N. B. :—Applicants sheuld indicate whether they are willing to accept a Lecturer's post, if offered.

W. H. COLAY,
RECISTRAR.

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UNIVERSITY NEWS

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REGISTRARS IN CONFERENCE

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From our Special Correspondent

Vice-Chancellors meet ever so often; once a year in any case at the time of the Annual Meeting of the Inter-University Board. But the Registrars do not have the opportunity of coming together on any platform or through an association. And yet who should say that in their own way their efficient functioning is not important for the efficient functioning of the university.

A. C. Joshi on Student Unrest

★

Aid to Nuclear Research

★

Indo-British Academic Exchange

★

Textbook Agreement

★

Book Reviews and Readers' Forum

It was with some such thoughts that a small group of them, not more than a dozen, came together for a five-day meeting at Osmania University, Hyderabad. The occasion was provided by the Inter-University Board which set up a Working Group on University Administration and held its meeting at the above-said venue. Also present to guide its deliberations was Dr. C. D. Deshmukh, one of the most experienced and versatile administrators in the country.

On the first day, the Group drafted an agenda for itself. It divided its discussions into six broad headings, Structure and Organisation, Secretarial Responsibility and University Authorities, Administration in relation to the Academic Components, Administration in the Alumni, O & M & Evaluation and Training Programmes. The most wide ranging of these topics was obviously Structure and Organisation because under it were discussed academic administration and general administration, examinations, teaching departments, colleges, accounts, buildings and construction, planning and development, statistics and research unit public relations, students welfare, records and the UGC and the IUB.

It was interesting to watch this Group of university administrators, most of whom had worked their way up to the top, grapple with these problems with all the wealth of first-hand knowledge that they had at their command. The experience was truly educative and exhilarating.

While quite a few of the recommendations of this Group have been published in the newspapers, attention may be invited to some of its more important recommendations.

Universities, by and large, follow the code of financial procedure laid down by the Government for its own departments. This code is rigid in several aspects and furthermore, is also outmoded in several ways. As applied to the universities, it does not contribute to their smooth and efficient working and it was therefore recommended that the universities should evolve a code of their own. The IUB was asked to take initiative in this regard and set up a committee consisting of two persons nominated by the Institute of Chartered Accountants, two finance officers of universities, one person nominated by the UGC and one secretary to the committee nominated by the IUB.

In certain universities, internal auditors are appointed by the Government. The Group thought that while internal auditing was a useful safety device, there was no real justification for such an auditor to be nominated by an outside agency even though it be the State Government itself.

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While the whole field of university administration was surveyed quite thoroughly, it is not possible to report here in any detail about its various recommendations. But one of these is significant and is likely to have a good impact upon the administration of Universities in the years to come. The Group has recommended an extensive programme of training for the Assistant Registrars more or less on a regional basis. It is undertood that the IUB is likely to embark upon such a programme in the near future.

For the senior administrator however, that is Registrars and Deputy Registrars, it was thought periodical conference would be more helpful than such training programmes and these may be arranged either on a regional basis or in terms of such participants whose universities have common problems.

Moon Laboratory at London University

A new laboratory devoted entirely to lunar studies has been opened at the observatory of the University of London. The laboratory is engaged in a series of research programmes aimed at solving some of the problems about the nature of the moon's surface.

One of these projects is a geological study in which simulated lunar materials are being subjected to conditions similar to those believed to be found on the moon. Results are already showing that some of the simulated lunar lavas, made in the laboratory, show similar physical characteristics to those observed on the moon by instruments on the earth and on lunar probes and satellites.

Photogrammetric examination of the pictures taken by the lunar satellites will be undertaken by the laboratory's valcanologists and will give a great deal of new information about the lunar lava flows.

It is expected that samples of lunar rocks brought back by returning lunar probes will be sent to the laboratory for study.

Comparative studies with geological materials of the earth will also be undertaken. The work of the laboratory is expeced to reveal much new information about the moon's surface, incuding the answer to such questions as whether the lunar craters are formed through volcanic activity or by meteoritic impact.

MEDICAL COLLEGES IN JHANSI, GORAKHPUR

Uttar Pradesh's Fourth Five-Year Medical and Public Health plan envisages setting up of two more Medical Colleges,one at Jhansi and the other at Gorakhpur.

The number of Medical Colleges in the State will thus go up to seven besides the two Centrally aided Medical Colleges of Banaras and Aligarh Universities.

As a result of the opening of these two colleges the doctor-population ratio in U. P. by the Fourth Plan will be one doctor for 6,910. The existing ratio is one doctor for 8, 000 obtaining at the end of the Second Plan period.

Japanese Research Team in India

A team of six Japanese researchers led by Dr. Tubaki Kozi, professor Juntendo University, Tokyo, is now on a visit to India.

The team is conducting anthropological and enthnographical research including the study of health, diseases and sanitation.

A three-year Indo-Japan joint research project for the purpose founded by the Juntendo University, in cooperation with the Ranchi University has started the research work from the second week of December 1966. So far it has completed the research work on four aboriginal tribes of Oraon at Ruki and Mundas at Ramjari in Ranchi district and Santhal and Saori Paharia,in Kunjbana, near Amrapra, in Santhal Parganas district of Bihar.

TEACHING OF LANGUAGES BY AUDIO-VISUAL AIDS

Mr. Herbert Gross, Lecturer at the University of Bristol,arrived in Baroda recently to help set up a research and development unit at Baroda University for teaching languages by audio-visual means.

The unit will be set up at the Centre for Advanced Studies in Education and Psychology in the Faculty of Education, University of Baroda. Courses are planned for teaching languages at the secondary school level.

This is an entirely new programme for teaching English or Hindi as a second language in Gujarat, "said Mr. Gross.

During his eight-week visit Mr. Gross will study teaching methods and also the producation of textbooks. He will be in touch with both university staff and secondary school teachers.

Mr. Gross's equipment will consist of six tape-recorders, six projectors, a 35-mm camera for making filmstrips, two loud-speakers and a portable tape-recorder for making linguistic studies on the spot.

ON STUDENT UNREST—II

A. C. Joshi

How to wean away students from the path of agitations and violence and bring discipline and peace back to our campuses is a very complex problem. There is no cut and dried solution or any easy way out of the difficulties. Educational reforms cannot be carried out in a short time. Among other things, they need, besides financial resources, a great deal of preparation and reorientation in the outlook of teachers. This is a time-consuming process. The following steps, however, can be taken immediately :

(*i*) Recommendations for the improvement of students welfare and discipline have been made off and on by several Commissions and Committees. Some recommendations were made by the University Grants Commission in 1960 after a special inquiry by a very representative committee of educationists. If we look at them now, we find that most of them have not been implemented. Some to them like the appointment of the Chancellor require no financial allocations. Yet, even these have not been even considered by the authorities who are in a position to amend the Univeraity Acts not pursued by the Commission. The present agitation should bring home to us the necessity of implementing expeditiously the recommendations made by authoritative bodies.

(*ii*) A dialogue should be started by educational authorities with the students about the future of higher education and democracy in the country. In every institution, whether a college or a university,there are some teachers who on account of the nobility of their character, scholarship and interest in the welfare of others enjoy a great deal of respect and confidence of the student community. In periods of agitation such men are likely to remain in the background. They should be encouraged to come forward and build bridges of understanding between the students and the authorities.

Grievances

(*iii*) The recommendation made recently by the panel of Vice Chancellors and some educationists that a Joint Teachers-Students Council should be set up in every institution to look into the students' grievances should be implemented in all universities and colleges without delay. Vice Chancellors and Principals should attend the meetings of such Councils, whenever necessary and should be prepared to give a great deal of their time to hear the point of view of all sections of the students, and explain, if necessary, the background of the policies adopted by them. Misunderstandings arise from lack of knowledge of each other's points of view. A continuous dialogue between all parties concerned with higher education, the administration, the teachers and students would go a long way in creating trust.

It is not necessary to have a national body to hear the students' grievances. The conditions vary from College to College,. Any committee at the national level will delay decisions and may complicate issues still further. What is necessary is a quick disposal of the genuine grievances. Nobody can put up a hostel or a laboratory within 2 or 3 months or find good teachers which do not exist in the country. The students are intelligent enough to understand this. They also know and could be told that if a peaceful atmosphere and discipline do not prevail in a university, the good scholars will move to another place, and may be even outside the country. The redress of genuine grievances ordinarily does not require much expenditure and should be possible within our resources.

Among the long-term measures, the most important is to arrest the falling standards of instruction and to improve the whole apparatus of higher education. This requires improvement of the

campuses, the laboratories, the libraries, the hostels etc. but even more than these the qualifications of the teachers and developing a sense of keenness among the students. To achieve these, we require more than anything else a vigorous and wise academic leadership. Steps need to be taken immediately to find and build such leadership beginning from the Principals of colleges up to the Vice-Chancellors.

Structure

The structure of the universities needs changes to meet the new requirements of the country as well as the pressures of the emerging social and political forces. This is not a place to go in a comprehensive manner into the details of the kind of changes that are required, but a few may be mentioned. We have said again and again, that the elections vitiate the atmosphere of the universities. Why not than change the charters of the universities in such a manner that elections are minimised if not completely omitted. The universities have to take not of the needs of the country; they have to be responsive to public opinion, but at the same time, they have to be protected against any external interference in their day to day work. The University Grants Commission is one of the organisations which has helped in safeguarding university autonomy, but it does not provide immunity to the universities from interference by local political factions. Many of our problems are similar to those of the United States rather than European countries. We can think of a Board of Management for the Universities with long terms for the members so that they can look ahead and plan several years in advance. We have adopted this pattern of administration for our Institutes of Technology. It could be extended to the universities.

We have also to decide whether university education is going to be for all as in the United States or for the selected few as in many European countries. If it has to be for all, then we must have universities with different standards. A system of education which leads at the end of several years of study to the failure of 60 to 70% of the candidates certainly deserves demolition. It is quite legitimate for an institution to watch the progress of the students during the First Year and weed out at the end of 6 months or a year those who are not capable of benefiting from education provided in the institution. But when large-scale failures take place after this period, the fault is entirely of the institution and not of the students.

We have also to tailor our educational structure to our available resources of men and materials. When we look at the history of education in the United States in the last century, we find that compulsory education was introduced in the State of Massachusetts in the beginning only for a period of 3 months in a year. Gradually the duration was increased. Both the United States and England in the last century made use, on a considerable scale, of the monitorial schools which were first started in England from a practice observed in the Pathashalas in Madras. Insistence just on increasing the number of teachers in our colleges and universities or improving what is called the teacher-pupil ratio is not going to solve the problem of good education. The ratio of teachers to students in India at the present moment is 1 : 17 or 18. In German universities the ratio is about 1:30 and in Austria the ratio is 1:50. Nobody can say that the standards of education in German Universities are second to those of any other country in the world. In fact, Germany led for a long time all other countries in its standards of higher education, particularly in the sciences. A mere increase in the number of teachers does not lead to improvement of standards. If they are of poor ability and not up to the task expected of them, they can even lower standards. A smaller number of teachers of good quality can be more effective in improving standards and developing a climate for intellectual effort than a larger number of indifferent pedagogues. What is important is to change the methods of instruction, evaluation etc. in accordance with the available resources of competent teaching personnel. Given proper academic leadership this can be done.

Widespread student agitations and violence are a continuing disgrace to the nation. We have to remove them from our educational institutions without delay, if the future of the country is not to be jeopardised. Democratic institutions can be built only on the basis of free discussion and mutual respect. The University above all must be a place where reason alone prevails. We have a big asset in the patriotism of our youth. They are in general more broad-minded, less parochial, less caste-conscious and more progressive in outlook than the older generation. The majority of the students realise that their own future is linked up with the quality of education that they receive. They know that any debasement of standards or degrees will recoil on them. This can give us a starting point. Obviously, universities cannot be isolated from the community and the general atmosphere of the country. If there are frequent and violent agitations outside, some of them are bound to spill over into the campuses. Still a wise academic leadership dedicated to be pursuit of scholarship and welfare of the youth can bring back harmony to our higher education. Even if it is not possible to eliminate completely occasional agitations, it should be possible to reduce reduce greatly the elements of discord.

Concluded

Asian Institute General Course

The fourth general course of the Asian Institute for Economic Development and Planning was opened recently at Bangkok. The six-month course which will continue till the end of July was attended by 36 economists and officials from the Asian countries. The countries represented were India, Afghanistan, China, Fiji, Indonesia, Iran, Japan, Korea, Malayasia, Nepal, Pakistan, Singapore, Thailand and Western Samoa.

The Asian Institute was established in January 1964 to provide courses of training in development planning to senior middle level of officials of planning, units in Governmental departments, banks and corporations of countries of the ECAFE region.

The Institute conducts the following types of courses for economists and adminstrative officials three-month advanced courses for more senior officials providing specialization in key fields of development; and short-term national courses covering a variety of subjects given in the countries requesting these courses.

In its three years of operation, the Institute has conducted three general and three advanced courses in Bangkok and seven short-term national courses in Indonesia, Singapore, China, Iran, Thailand and Nepal. It is now finishing a course in the Philippines. A total of 414 officials have been trained at the Institute, 119 at the Institute's headquarters in Bangkok and 295 in the short-term courses.

SCIENTISTS ABROAD MAY NOT BE ASKED TO RETURN

Indian scientists abroad may not be asked to return to India unless there is a reasonable chance of their being absorbed in some useful activity in this country, it is learnt. This major policy reversal has become necessary because for a long time the country will not have the resources to start research in diverse fields.

According to Dr. Atma Ram, Director-General of the Council of Scientific and Industrial Research, experience had shown that the old policy caused hardships both to the scientists and to the CSIR. It was not a question of finding the salaries for the scientists coming from abroad but of providing the costly equipment needed for their particular fields of research.

Besides, even if the equipment was there they may not be equally effective when torn away from a team of research workers engaged on a project in foreign country. Even the most advanced countries were not able to conduct research in all fields. It would be better to let scientists for whom there is not much scope in this country continue their work abroad.

At present, CSIR is spending Rs. 50 lakhs annually on the scientist pool which provides small salaries to scientists returning from abroad till they can find suitable jobs.

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FARM VARSITY IN KERALA

Dr. B. P. Pal, Director-General of the Indian Council of Agricultural Research, had discussions with Kerala Government officials in regard to the setting up of an Agricultural University in Kerala.

It is envisaged that the establishment of such a University would help to promote a thorough integration of teaching, research and extension work on matters connected with agriculture.

INDO-GERMAN CO-OPERATION

Steps are being taken for further co-operation between the German Universities and Indian Technical Institutes in the exchange of teaching staff award of scholarships, and research. The two institutions concerned are the Indian Institute of Technology, Madras, and Osmania University, Hyderabad. A new agreement is being made for the award of 60 scholarships in West Germany from among post-graduate students of the Madras I. I. T.

Three German Professors of Technical University of Aachen, Prof. Havemann (Head of the Institute for International Technical Co-operation); Prof. Count F. Stenbock, former Chancellor of of Technical University of Aachen, and Prof. M. Schmeisser, Former Director, Aachen University, had held discussion in New Delhi recently for preparing a scheme for technical cooperation.

Prof. Havemann, who has been in India as a Professor at the Indian Institute of Science, Bangalore, for the last eight years has recently emphasised the importance of indigenous research in India.

Prof. Meyer-Dohm of Bochum University, who had talks with the authorities of Osmania University said, that a new agreement was likely to come into effect next year for technical co-operation in the educational sphere.

JOINT CONVOCATION OF COLLEGES

The three degree colleges in Aligarh, Bareshseni College, Dharamsamaj College, and Tika Ram Girls' College, have decided to hold their joint convocation on March 11. next.

Dr. S. Ranjan, Vice-Chancellor of Agra University, will address the convocation on the Dharam-Samaj College campus.

CULTURAL EXCHANGE

Indo-U.S. Pact on Exchange of Scientists

An agreement providing for the exchange of scientists and engineers was signed in New Delhi recently between the Union Government and the United States.

Under the agreement, persons of an advanced professional level will have opportunities to visit the US and vice versa. Special attention will be given to Applied Technology, and Applied Science.

Visits by scientists and engineers from one country to the other will be for periods ranging between two weeks to several months and the total man-days per years may not exceed 800 for each country. The cost involved in each visit will be so divided that the traveller's country bears the cost of the transportation to and from the other country and the host country will bear the cost of subsistence and transportion within its territory.

Individual scientists and engineers will be proposed as exchange visitors by the traveller's country and will be selected, with the consent of the host country, on the basis of the potential contributions which might ensue from such visits.

The agencies for carrying out the exchange will be the CSIR in India and the National Science Foundation in the U. S.

India, it is learnt, wants to bring in American experts in the field of Applied Technology. Experts in some other aspects of applied science will come to help solve problems of national importance.

The first exhange is expected to be in May.

Indo-Soviet Textbook Agreement

An agreement to enlarge the scope of republication of Soviet text-books including science books written by Russian authors for Soviet secondary schools at low prices for distribution in India was signed in New Delhi recently.

The agreement was signed at the conclusion of the meeting of the joint Indo-Soviet Board for Republication of Soviet text-books.

The board took a number of decisions to accelerate the tempo of Indo-Soviet Collaboration in the matter of publication of text-books.

Agreeing to formulate a broad policy and procedure for adaptation of Soviet text-books in different fields, the board decided that India should propose the names of authors to be associated with the adaptation of suitable books. India has suggested that because of the varying local conditions and the desirability of involving talented Indian authors in the project from the psychological point of view, adaptation of Soviet text-books was important.

The Soviet Union agreed to consider an Indian suggestion for setting up of a publishing house in the public sector in India under the joint auspices of the two Governments for implementing the text-book programme on a massive scale. The scheme would enable involvement of Indian authors in a big way in the programme.

On the question of republishing text-books for correspondence courses in India under the scheme, the Soviet side explained that there were no special text-books for correspondence courses in the USSR and that usual text-books were used for the purpose with some supplementary materials.

The Soviet side explained that there were no special text-books for correspondence courses in the USSR and that usual text-books were used for the purpose with some supplementary materials. The Soviet side explained that though devaluation had reduced the value of Indian rupee by 57.5 per cent in terms of roubles, the prices of Soviet text-books under the scheme had been raised only be 10 to 20 per cent to cover the rise in cost in rupees on transportation and other necessary services.

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Steps to Promote Science Studies

In the realm of science Unesco's initial task was to maintain essential contacts between research workers throughout the world. It therefore began by setting up regional science cooperation offices. Two of them are located in Asia : one was established in New Delhi in 1948 for South Asia, and the other in Djakarta in 1951 for South East Asia. It also helped to create scientific documentation centres in India, Pakistan, Indonesia, Burma, the Republic of Korea and the Philippines. It also set up centres to manufacture and repair of scientific instruments.

As early as 1946, Unesco was called upon to undertake large-scale scientific cooperation programmes and this led to the launching in 1949 of the "arid zone" programme which became a major project between 1956 and 1962. Unesco contributed to the creation and development of such institutions as the Central Arid Zone Research Institute of Jodhpur, India.

Oceanographic research is another field of international scientific cooperation which directly concerns Unesco. To coordinate this research, Unesco set up the Inter-governmental Oceanographic Commission. Under this programme, the International Indian Ocean Expedition was carried out from 1959 to 1965. To study the more rational and efficient exploitation of the Indian Ocean's resources, 40 research ships flying the flags of 15 different countries have for six years been exploring its possibilities, discovering hitherto unknown fisheries. Research carried out at the Indian Ocean Biological Centre, established in 1963 at Cochin, and the results of data processing by the International Meteorological Centre in Bombay, set up with the aid of the Special Fund (UNDP), are leading to a better understanding of plankton migrations and the mysteries of the monsoon. Unesco also helped to establish an international institute of seismology and earthquake engineering in Tokyo in 1963.

Unesco endeavours to help its member States to draw up a policy for scientific and technological development. Since 1959 it has organized regional meetings of specialists for this purpose in Bandung, Hong Kong and Canberra, and it has sent advisory missions to several countries.

Unesco supplied aid within the framework of UNDP to Member States in the fields of technical training and the implantation of technology. The aid that it supplied for the founding and operation of the Indian Institute of Technology in Bombay is a particularly remarkable example of its work. With the creation of the Special Fund in 1960, Unesco has been named the executing agency for 21 of the Fund's projects in Asia.

Social Sciences

Beginning in 1950, Unesco sent survey missions to Indonesia and Pakistan and undertook studies on social tensions in India, and on the consequences of technical progress, industrialization and urbanization. A regional centre was established in India in 1956 to encourage research on problems of economic and social development in 13 Asian Member States. This centre carries out studies on evolution of social structures, social aspects of education, light industries, new patterns of leadership in rural areas, etc.

Culture

In 1956, Unesco launched a "Major project" on the mutual appreciation of Eastern and Western cultural values. Under this project financial aid has been provided for the establishment of institutes of Oriental studies in New Delhi, Tokyo and Teheran, where studies are now being carried out on Asian civilizations and their evolution. Unesco has also encouraged the improvement of textbooks and the reform of curricula. It organized two meetings of experts and educators, the first on the presentation of Asia in the textbooks of Western countries in Paris in 1956, and the second on the presentation of the West in Asian textbooks in Tokyo in 1958.

To draw the attention of the educated public to the wealth of Asian literature, Unesco publishes a Collection of Representative Works, Translations of more than 200 works—mainly English and French—have already appeared from as many as 10 Asian countries.

New CFTRI Product

The Central Food Technological Research Institute, Mysore, has developed a wheat product, which will reduce the content of wheat by 25 per cent by using a mixture of wheat atta (75 parts), tapioca flour (17 parts) and edible groundnut flour (8 parts).

This product, known as "paushtic atta" has been found to be highly protein-rich and more nutritious than wheat flour for making chapatis and puris.

The Union goverenment had launched a programme for popularising "Paushtic atta" in Bihar and had demonstrated this product in Uttar Pradesh.

Campus News

Course in Chinese History

Delhi University : Courses in Chinese History, Politics and Economics as optional papers at the post-graduate level will be introduced by Delhi University from July this year. The papers will be in addition to the optional papers already taught with the main subject.

The University plans to intensify the study of Chinese Affairs and in about five years Chinese studies may figure as a subject at the under-graduate level.

General Knowledge Paper

Jiwaji University : has decided that in the Faculty of Arts every candidate should be required to offer a composite paper of General knowledge. In the Faculty of Science, besides compulsory English and General Hindi should be offered.

The University has started study-hall-cum library called Vidyavrat, where, apart from text-books, reference facilities also will be available.

A Students Advisory Bureau for advice on all academic matters has been started. A counselling service will be started shortly as an extension of this bureau.

The University has started its own post-graduate departments in Botany, Zoology. During the current plan post-graduate departments in Economics, Business Administration, Indology, Physics, and Chemistry will be started.

Jodhpur University proposes to start post-graduate courses in engineering. An engineering experiment station is proposed to be established and a military science department, a business research centre and a statistical laboratory will be opened shortly in the Commerce Department.

Science classes will be started in the Institute of Evening Studies. A three-year degree course will also be instituted for the LL.B. examinations.

Saugar Varsity will be presented scientific equipment worth £7885 by the British Government. The gift, which will go to the University's Centre of Advanced Study in Geology, is part of a programme of British assistance to centres of advanced study, organized under technical cooperation of Colombo Plan and includes exchange of British and Indian staff as well as gifts of equipment, reference books and journals.

The centre has been set up by the University Grants Commission and is for advanced studies in Minerology, Petrology, Structural Geology and Geomorphology.

Kerala University's new campus at Kariyavattam, near Trivandrum is being developed as a phased project. The project is estimated to cost Rs. 16 crores.

The alternative site of 500 acres selected for the Calicut University Centre is yet to be acquired.

The Campus of the Ernakulam University centre is at Trikkara.

Nagpur University will be holding examinations in Post-graduate subjects in September and October this year in addition to the usual March and April examinations.

The new system, it is hoped would enable employed students to do better at the examinations, as they would be able to devote more time to their studies.

The Academic Council of the University has decided to exempt students who get 45 per cent marks in any particular subject from further examination in that particular subject.

The new concession will come into effect immediately from the examinations to be held in March and April this year. It will benefit students of the Arts and Commerce and Science faculties right from the Pre-university to the post-graduate stage.

Dibrugarh University has acquired 1500 bighas of land at the cost of Rs. 27 lakhs. University faculties in the post-graduate stage will be started in the new campus.

Teaching in faculties of Law and Anthropology was started by the University in Kanoi College in January last. Sociology classes also will be started shortly.

Calcutta University has drawn up a development scheme spread over three years. The development projects include acquisition of land and building for the Institute of Political Science and Sociology, further expansion of University College of Science and Teachers Training Department.



Dr. N. R. Tawde, Vice-Chancellor of Marathwada University, is seen giving Ph. D. Degree to a Research Fellow of the University.

IIT Kanpur: The United States has presented a collection of 2,90 books on Science and Technolcgy to the Institute Library.

These books formed part of the 7,000 books—collection which was shown in Kanpur in November last at the "technical books USA" exhibition. The books illustrate the progress being made in the fields of Science and Technology in the United States.

Punjabi University will get the entire library of Punjabi literateur Bhai Kahan Singh of Nabha.

An announcement tc this effect was made in Patiala recently at a function organised by the University to celebrate the 86th birthday of the lates S. Puran Singh, a renowed Punjabi writer.

Madras University has decided that the Pre-Technical Course which is the first year of the Diploma course in Polytechnics will be accepted as the equivalent of the Pre-University Course from the next academic year.

This would enable those who pass the pre-technical course to be eligible for joining degree courses in the colleges.

Grants for Overseas Students in U.K.

The British Government intends to set up a fund so that, in cases of hardship, grants can be made towards the increase in college fees for students from other countries.

Mr. Anthony Crosland Britain's Secretary of State for Education and Science, said recently that the new provision would have reference especially to students from developing countries.

The grants would be in addition to the help already announced for students financed by the British Government and the Governments of developing countries.

The aim will be to ensure that those overseas students already in Britain will not be prevented from completing their courses because they are unable to pay the increased fees. The Government has assured that the long-term situation, especially as it affects the developing countries, will be kept under review by the departments concerned."

Of the 71,000 overseas students in Britain 39,000 are in institutions which will not be affected by increase in fees. Of the remaining 32,000 who will be affected about a quarter come from developed countries. The rest—24,000—come from developing countries.

"Of these about 2,500 are students on British Government or British Council grants, and these will be unaffected both now and in the future since higher fees will be paid by the British Government out of an increase in overseas aid funds.

"In addition, there are about 6,000 students on grants from the Governments of developing countries and in their case, so far as students already embarked on a course are concerned, the increase of £50 will be reimbursed out of a special Government fund."

Of the 16,000 students from developing countries who were not financed in these ways, the British Government has assured that students already embarked on a sequence of courses should not have to curtail their studies by being faced with a large increase in fee when they were moving from one course to the next.

	1950-51			1955-56			1956-1957
	Boys	Girls	Total	Boys	Girls	Total	Boy
1	2	3	4	5	6	7	8
B. Other Fine Arts							
1. Number of Colleges	2	—	2	4	—	4	5
2. Enrolment by type of Institutions.	316	38	354	864	181	829	712
3. Enrolment by Courses	(b)	(b)	(b)	(b)	(b)	(b)	(b)
4. Expenditure by Sources (Rs. in 000's)	73	—	73	1,70	—	1,70	3,04
Govt. Funds	(67.0)		(67.0)	(51.1)		(51.1)	(59.4)
Local Board Funds	—	—	—	—	—	—	—
Fees	5		5	41	—	41	47
	(4.6)		(4.6)	(12.3)		(12.3)	(9.2)
Others Sources	31	—	31	1,22	—	1,22	1,61
	(28.4)		(28.4)	(36.6)		(36.6)	(31.4)
Total	1,09	—	1,09	3,33	—	3,33	5,12
	(100.0)	—	(100.0)	(100.0)		(100.0)	(100.0)
5. Exp. on teacher salaries (Rs. in 000's)	90		90	2.01	—	2,01	4,18
6. %age of Teacher salaries of total expenditure.			(82.6)			(60.4)	
7. Average Annual cost per pupil (Rs.)			307.9			401.7	

Education (Contd.)

			1960-61			1961-62	
Girls	Total	Boys	Girls	Total	Boys	Girls	Total
9	10	11	12	13	14	15	16
—	6	9	—	9	8	—	8
176	888	1,244	471	1,715	700	223	923
(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b) 2
—	3,04	8,08	—	808	7,82	—	7,3
	(59.4)	(86.3)		(86.3)	(87.3)		(87.3)
—	—	—	—	—	—	—	—
—	47	1,22	—	1,22	1.03	—	1.03
	(9.2)	(13.0)	—	(13.0)	(11.5)	—	(11.5)
—	161	6	—	6	11	—	11
	(31.4)	(0.7)	—	(0.7)	(1.2)	—	(1.2)
—	5,12	9,36	—	9.36	—	—	8,96
—	(100.0)	(100.0)		(100.0)	(100.0)		100.0
—	4,18	6,26	—	6,26	5.70	—	5,70
	(81.8)			(66.9)			(63.6)
	756.6			545,8			970.7

DEARTH OF FARM ENGINEERS

There is a shortage of Agricultural engineers in India even though more emphasis is given in the Plans to modernisation of agriculture in this country.

The National Register of Scientific and Technical Personnel shows that 350,000 people were enrolled before January 1 this year. Of these 285 are engineering graduates in agriculture.

According to the Register, there is a surplus of civil, mechanical and electrical engineers. Together they account for more than 80 per cent of the total number of engineers—about 60,000.

The same ratio is maintained in the list of engineering diploma holders who number 54,000. Of these only nine hold diplomas in agriculture.

The register (enrolment is voluntary) is maintained by the Directorate of Scientific and Technical Personnel to indicate the areas of shortages and surpluses that available talent can be utilised.

In the category of technologists (including diplomaholders) 11,000 people have been listed. The figure for food technologists is 456 and for cement only four.

Doctors and veterinary scientists number 75,000. Science graduates and post-graduates total about 130,000.



Vice-Chancellors of Rajasthan University

This is unusual photograph taken on the occasion of the Forty-second Annual Meeting of the Inter-University Board at Delhi. The University of Rajasthan which was established in 1947 has had four Vice-Chancellors so far. They are all seen in this photograph. In the extreme right is seated Prof. G. C. Chatterji who was Vice-Chancellor from 1953 to 1956. Next to him is Dr. G. S. Mahajani who was the first Vice-Chancellor of the University and worked for six years, upto 1953, when he moved to Delhi as the Vice-Chancellor of Delhi University. Since 1963 he has been Vice-Chancellor of the University of Udaipur. To his left is seated Shri M. S. Mehta who is the only one of the four Vice-Chancellors to have completed two terms of three years each. On the extreme left is seated Prof. M. V. Mathur the present Vice-Chancellor of the University.

Dr. G. S. Mahajani and Prof. M. V. Mathur attended the meetting of the Inter-University Board in the capacity as serving Vice-Chancellors. Shri M. S. Mehta attended as an Observer in his capacity as an ex-Vice-Chancellor. Prof. G. C. Chatterji came on the last day and joined the delegates at lunch and it is on that occasion that the photograph was taken.

POLYTECHNICS FOR WOMEN

The Union territory of Delhi leads most of the other States in India in Women's Education. On an average 55.85 per cent of the girls in class 1 to V group attend school in the rest of the country while for Delhi the percentage is 89.4. Again, in class VI to VIII and IX to XI groups, the percentage of girls attending school in Delhi is three to five times more than in the rest of the country.

The national Council for Women's education which is to meet in Delhi shortly will consider the Education Commission's report in so far as it has a bearing on women's education at different stages.

The Council intends to take up the opening of new polytechnics for Women. There are already 18 such institutions and it is learnt that 11 more will be set up during the Fourth Plan.

It is also proposed to set up more scholarships for those seeking higher education.

RESEARCH ON CROP PARASITES

A study of plant-parasites nematodes by the Institue of Agriculture at Anand, Gujarat, will be supported by a research grant of Rs. 2.98, 074 from the U. S. Government. The first instalment of the grant, was presented to Dr. M.D. Patel, Director of the Institute, by Mr. Daniel M. Braddock, U.S. Consul-General in Bombay, recently.

This research is very significant not only to India but for all the world. The grant will be used to solve the problem of nematodes which attack practically all corps in the Anand area resulting in a 20 to 50 per cent crop loss.

Nematodes or roundworms, which are micro-organisms, occur almost universally, in thousands of different species; almost every sample of soil or natural water, are harmless, but a few hundred species are parasites of plants, animals or man.

The Gujarat soil is very favourable for the growth of nematodes. They feed on starches manufactured by plants with the result that plant growth is arrested and sometimes the entire crop is lost."

At present these parasites are controlled by fumigation which is a very expensive process costing Rs. 800 per acre. The research is aimed at finding less expensive, and easier-to-apply methods. This will include study of nematodes and survey of nematode-resistant plants.

The effects that soil fungi, plant extracts, and the rotation of crops have on the roundworm population will be among the subjects of study. The five-year-project, costing about Rs. 3,00,000, will be an expansion of work already in progress at the Institute.

The grant, awarded by the Agricultural Research Service of the U. S. Department of Agriculture, is financed out of rupees accruing to the United States from the sale of farm products supplied to India under the U. S. Food for Peace programme.

Significance of Study on Physiology

Dr. Mikhail Chailakhyan, Head of Laboratory of Plant-growth and Development of Plants in Timiryasev Institute of plant Physiology of the Academy of Sciences of the USSR arrived in India recently at the invitation of the Botany Department of the University of Calcutta to participate in an international symposium held at the University.

Appreciating the recent investigations of the Indian scientists in the feld of Plant Physiology, Dr. Chailakhyan said in New Delhi that they were not only of theoretical but of practical significance as well.

He pointed out that at the symposium certain methods were advanced to increase the plant yields, and in this respect Indian experts also has their own proposals.

Dr. Chailakhyan expresssed the hope that such symposiums would help in promoting scientific co-operation and friendly co-operation between scientists of the two countries.

Fellowships for Five Indians

Miss N. J. Sethna of West Bengal and Dr. S. S. Bharara of Uttar Pradesh have been selected for the award of Netherlands Government fellowhsips for health development course.

Mr. Manohar Lal of Delhi and Mr. Ajit Kumar Joshi of Uttar Pradesh have been selected for international course in building while Mr. C.K. Sundara Raman of Kerala has been awarded a fellowship for international seminar on Ports.

NEW RESEARCH CENTRE

The Union Government has decided to establish a Staff Training and Research Instutite it Calcutta in collaboration with West Germany.

The Institute will undertake researches for developing better techniques of trade training and teaching to serve the requirements of training at different levels. It will also train Principals of insdustrial training institutes and officers concerned with the training schemes of the Goverment.

Mr. B. N. Bose, who was Principal of Central Training Insittute for Instructors, has been appointed Director of the Institute.

The centre has been sponsoring multi-pronged project for the Industrial Research Laboratory at Trivandrum as part of a major programme for the best possible use of tapioca as food. The Central Government had also a proposal to put up seven or eight plants for mechanical drying of tapioca by utilising part of the recent Bulgarian Government credit of Rs 15 million. One of these was likely to be in Kerala.

Indo-German Agreement Shortly

West German Government will enter into an agreement with the Government of India (Education Ministry) shortly, for setting up school books printing establishments, one each at Mysore, Bhubaneswar and Chandigarh, for the printing of school text-books at cheap prices. The German Government would supply the required machinery, equipment and technicians.

A museum, entirely devoted to Indian art, would be established in Berlin next year, it is learnt.

Book Reviews

Essays in Mathematics Education, J.N. Kapur, Ram Chand & Co., Delhi, 1966 ; pp. 170, Rs. 10;-.

Professor Kapur's book is a collection of essays and addresses dealing with the problems of mathematics education in India. It also includes the proceedings of two symposia on the subject arranged by the author. The themes cover almost the entire range of problems associated with the teaching of mathematis at different levels from the school to the university, including research, the preparation of modern text-books, the training of teachers in the concepts, theories and methods of modern mathematics, and the place of applied mathematics in higher education in India. The contents are grouped in six sections and, in spite of repetition that could have been avoided in preparing the press copy, make stimuating reading.

Anyone who knows from personal experience how outdated and unrealistic the teaching of mathematics in most Indian universities would find kindred soul in Dr Kapur when he observes (p. 92) that 'we have to produce mathematicians who can deliver the goods rather than those who can just solve problems of Ramsey, Loney and Smart.' Professor Kapur drives his point home by citing evidence of how mathemntics education is being revolutionized in the U.S. from the school level onwards, whereas even universities in India do not teach some of the subjects like set theory, topology, non-commutatine algebra, information theory and mathematical logic. The present reviewer was particularly impressed by the essay on *Mathematics Science Computers and Technology*, which makes out more than any other piece, an unanswerable case for a radical reform of mathematics education in India. The only criticism that may be levelled against it is that it is of a technical character but that does not detract from the validity of the author's argument.

The book deserves wider circulation among educationists and particularly so among teachers of mathematics. Unfortunately, it is unsatisfactorily brought out but I see no reason why the University Grants Commission should not bring out a properly edited, well printed and low-priced edition for this purpose.

A.B. Shah

TECHNICAL AID TO DEVELOPING STATES.

One of Britain's newest universities is setting up a group to help developings countries. Mr. A. S. Mackintosh, former Economic adviser to the British Government, is acting Director of Overseas Development Group at the University of East Anglia, Norwich, Eastcrn England.

He expressed the hope that the group would be able to act as consultants and prepare reports for Governments of developing countries. They could also provide staff for technical assistance projects or economic advisers who could be attached to a government's own civil services.

FORM IV

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I, Amrik Singh, hereby declare that the particulars given above are true to the best of my knowledge and belief.

March 6, 1967

Sd Amrik Singh
Signature of Pu lisher

READERS' FORUM

I wish to study Regional & City planning in one of the Universities in America. Will you kindly let me know the names of institutions providing facilities for the same?

G.S. Rawat, Amlora

The following universities in America have facilities for the study of Regional & City planning.

1. Alabama Polytechnic Institute, Auburn, Alabama.
2. Columbia University, New York, N.Y.
3. Cornell University, Ithaca, New York.
4. Harvard University, Gradduate School of Design, Cambridge, Massachussetts.
5. Illinois Institute of Technology, Chicago, Illinois.
6. Messachussetts Institute of Technology, School of Architecture and Planning, Cambridge, Massachusetts.
7. University of Michigan, College of Architecture and Design, Ann Arbor, Michigan.
8. University of Minnesota, Minneapolis, Minnesota.
9. Princeton University, Princeton, New Jersey.
10. Syracuse University, Syracuse, New York.
11. Yale University, New Haven, Connecticut.
12. Carnegie Institute of Technology, Pittsburg, Pennsylvania.
13. University of Pittsburgh, Pittsburgh, Pennsylvania.
14. University of Pennsylavania, Philadelphia, Pennsylvania.

Is there any University in India or Ceylon which permits LL.B. Examination (both parts) to private candidates in one year?

Mr. A. S. Singhvi, Ajmer

There is no university in India or Ceylon which allows candidates to take both parts of LL.B. exammination in one year as private candidates.

I will be glad if you please mention with details the universities in India and Ceylon through which I can qualify myself for the degree of Ph.D. in Tamil purely as an external (Private) candidate by submitting a thesis?

No university in India or Ceylon allows candidates to take the Ph.D. degree as purely an external candidate.

V. Perumal, K.G.F.

I came to know that many of the well-qualified young men are recruited by many of the American countries like Ghana and Tanganiyaka which are academically less developed than India. I am very much interested to be recruited like that. Will you please help me in this behalf if it is possible for you?

Aminul Islam, Cuttack

An advertisement is usually given in the leading newspapers of this country whenever African countries wish to recruit teachers for their schools and colleges. You may kindly apply in response to such advertisements whenever you come across the same. We are afraid this Board is not in a position to help you in this behalf.

I understand that the Inter-University Board organises Summer Institutes at various universities in India.....I shall be grateful if you kindly send me details as to the place, time and organisation of the Institute.....

Dr. S. Santhanam, Canada

Summer Institutes organised by the universties under the auspices of the University Grants Commission, United States Agencies for International Development and the National Council for Educational Research & Training. You may kindly contact the University Grants Commission, Bahadur Shah Zaffar Marg, New Delhi, for the same.

I am now studying PUC. I am interested to read mathematics. So please let me know whether the Institute of Mathematical sciences offers any course.

S. V. Rao, Madras

The Institute of Mathematical Sciences, Madras, is set up with the object of promoting and conducting research and original investigation in fundamental sciences with particular emphasis on mathematics, applied mathematics, etc. Since it is an institution of a specialised nature, we are afraid there is no scope for admitting into this Institute students who have passed PUC.

OCEANOGRAPHY INSTITUTE

A team of scientists will be arriving in Goa shortly to start work on a Rs. 3 crore National Institute of Oceanography to be located here with branches at Cochin, Waltair and Calcutta.

The programme of locating the institute would be completed by the end of the current Plan.

Besides importing equipment it decided to have a new oceanographic ship, a necessary prerequisite for conducting research.

A 30-acre site over-looking the Arabian Sea, about five miles from Panaji was being acquired for setting up loboratories and a separate residential colony for scientists would be built. The Institute would serve as a repository of all information regarding Indian Ocean.

Indo-British Academic Exchange

Dr. G. W. A. Newton of the University of Manchester has recently arrived in India under the Younger Scientists Exchange Scheme between Britain and India.

A specialist in the field of Radio Nuclear Chemistry, Dr. Newton will spend a week at the Bhabha Atomic Research Centre, Trombay, before going for a six-week visit to Poona University.

Another British scientist now in India on a nine-week visit under the scheme is Dr. T. N. Clifford of the University of Leeds. An expert in structural and metamorphic geology, Dr. Clifford has already toured Bangalore, Mysore, Hyderabad, and Tirupatti and is now at Waltair.

Two other British scientists recently returned to Britain after a lecture tour of India under the Exchange Scheme. They were Prof. M. B. Wilkins, Professor at the School of Biological Sciences, University of East Anglia and Dr. E. A. Flinn of the Royal College of Advanced Technology, Salford.

The Younger Scientists Exchange Scheme between Britain and India was started in 1962 on an ad-hoc basis, and during 1962-63 three scientists from Britain visited India for periods ranging from 6 to 12 weeks, and one Indian scientist visited Britain for training in Electron Microscopy at the Cambridge University. Subsequently, the Indian High Commissioner in London and the British Council have organized this programme on a planned basis with a view to enabling more sceintists to participate in the scheme.

Under the present financial arrangements, there is a provision for a two-way exchange of a total of six scientists a year.

AID TO NUCLEAR RESEARCH

A 7-million-electron-volt American cyclotron, the first to show that the proton is an effective nuclear projectile for atom smashing, is ready to begin new life in a new setting at Kurukshetra University.

Originally built at the University of Rochester in New York State, where it served continuously for 30 years and chalked up an enviable record, the instrument will now make it possible for physics students in Kurukshetra to design and perform their own experiement in Nuclear Physics.

Two members of Kurukshetra University's physics faculty, Professor H. S. Hans, Chairman of the Physics Department, and Dr. Indra M. Govil, also of the Physics Department spent several weeks at Rochester supervising the dismantling of the cyclotron.

The small, 27-inch cyclotron the third such accelerator ever built, was believed to be the oldest active accelerator in the world when it was turned off in October, 1965.

Among the notable "firsts" achieved by the cyclotron were; . . .Discovery of proton-induced fission;. . . . Investigation of the "p n" reaction, in which a proton shot into an atomic nucleus kicks a neutron out in a variety of nuclei. Discovery of a number of energy levels of light nuclei.

In addition to its use in research in physics, the cyclotron in its early years was used to supply radioactive isotopes for medical research in the United States and Europe.

Mr. P. N. Kripal, Education Adviser, has received the honorary degree of Doctor of Laws from Temple University in Philadelphia.

PERSONAL

Dr. B. N. Ganguly Pro-Vice-Chanceller of Delhi University, has been appointed Vice-Chancellor of Delhi University from February 28, 1957.

Prof. Samuel Mathai has been appointed Vice-Chancellor of the University of Kerala for a further period of three years with effect from April 29. Prof. Mathai who has been Vice-Chancellor for the past four years is at present away in England on leave.

Mr. Rai Bageshwari Prasad, has been appointed Vice-Chancellor of the Magadh University in addition to his duties as the treasurer of the University from January 12, 1967.

Mr. Krishna Mohan, formerly an economist of the International Bank for Reconstruction and Development, has been appointed as the Director of Indian Institute of Management, Calcutta.

Dr. Linus Carl Pauling was awarded the honorary degree of Doctor of Science by the University of Delhi at a special convocation held in Delhi recently. Dr. Pauling is a recepient of over 27 honorary degrees from universities all over the world including Oxford and Cambridge.

Frank Worrel, former skipper of the West Indies cricket team has been awarded an honorary Doctorate Degree by the Punjabi University, Patiala.

Dr. A.A. Liveright, Director of the Centre for the Study of Liberal Education for Adults at Boston University U.S.A., and Secretary of the International Congress of University Adult Education, visited Rajasthan University recently. He had consultations about the University's plans to develop the Adult Education Department, the Centre for Continuing Education and the Institute of Correspondence Studies.

Seven Eminent Indians Honoured

Banaras Hindu University, which celebrated its golden jubilee recently honoured a number of eminent Indians, including President Radhakrishnan and External Affairs Minister M.C. Chagla, by conferring honorary degrees on them at a special convocation. The degrees were conferred by the Chancellor, Dr. Karan Singh.

Others honoured were Professor Satyendranath Bose, Mahamahopadhyaya D.V. Potdar and Mr. M. C. Setalvad. The degrees were conferred in absentia on Dr. Radhakrishnan and Prof. Bose.

Dr. Radhakrishnan, Dr. Karan Singh and Dr. Potdar were honoured with the degree of Doctor of Letters, and Mr. Chagla and Mr. Setalvad with the degree of Doctor of Laws.

The citation on Dr. Radhakrishnan said : In honouring such a distinguished personage as our revered philosopher President we are but honouring ourselves by his association with the university."

The citations were read in Sanskrit by deans of faculties.

Report of C'wealth Education Meet

The right of women to be considered for training and education equally with men is one of the principal points which emerge from a report on training technicians in Commonwealth countries.

The report, "Education and Training of Technicians," deals with the work of a conference of experts from 24 Commonwealth countries (including India) an international organizations held at Huddersfield, Northern England, in October last year.

Three Basic Principles

The report is published by the Commonwealth Secretariat. It offers no single solution to the problem of recruiting and training the increasing number of technicians needed by developing countries, but it establishes three basic principles.

These are : the need for technicians to be adaptable and persons with a broad outlook ; the "supreme importance" of associating industry and commerce with the planning and implementation of education and training programmes ; and understanding and appreciation of the status of technicians both within industry and commerce and within society.

The report itself is in no doubt about the importance of technicians. It says that the provision of properly planned education and training for technicians is a key factor in ensuring the continuous development of a country's economy. In the final analysis, the pace and direction of economic progress will depend upon the satisfactory solution of the technician problem, the report adds.

The conference considered in detail the requirements for training technicians for engineering, agriculture, business and commerce, and the types of training in this sphere of special relevance to women.

All delegates at the conference accepted the right of women to be considered for training and education equally with men.

Delegates from India were Mr. A. C. Roy, Vice-Chancellor of the University of North Bengal; Mr. A. B. Chandiramani and Mr. L. S. Chandrakant, Joint Education Advisers in the Ministry of Education ; and Mr. A. P. Jambulingam, Director of the Southern Regional Institute for Training of Technical, Teachers for Polytechnics, Madras.

ASIAN STUDENTS IN NEW ZEALAND

Many Asian students who come to New Zealand universities under the Colombo Plan do not have, it is reported, sufficient knowledge of English to pursue their courses. For their sake a three month refresher course in the language is run by the English Language Institute at Victoria University, Wellington. The course gives the students a working knowledge of English good enough to undertake a degree course.

The students sit in cubicles and listen through earphones to the tape recorded lectures of their teachers. They also record their own voices. The tutors are in constant attendance, listening to individual performances and helping to overcome difficulties in pronunciation.

The students spend a few hours every day on drills to pick up sounds of English and familiarise themselves with its grammar besides expanding their vocabulary.

The latest arrival of students this year are from India, Pakistan, Nepal, South Vietnam, Sabah and Afghanistan.

Eye Research Project

A project for vocational education to the blind and promoting research in Opthalmology will be set up at the All India Institute of Medical Sciences in New Delhi.

The project to be named after Dr. Rajendra Prasad will be inaugurated shortly.

The Rajendra Prasad Opthalmic Centre will have a preventive wing for training and research in health problems relating to the eye including industrial opthalmology.

AWARDS

POSTGRADUATE FELLOWSHIPS IN SURGERY

For the seventh consecutive year, Simth and Nephew Associated Companies are offering six postgraduate Fellowhsips for surgeons outside Britain.

The Fellowhsip—each worth £1, 200—will enable the surgeons to study in Britain under leading authorities of their choice. These are to be taken up in 1968. These are postgraduate Fellowships, the Fellows are expected to return to their own countries after their study.

Previous Smith and Nephew Fellowships have been awarded to doctors and sugeons of many countries, including India. They are open to both men and women who hold a medical qualification registrable in Britian and who have had at least two years' general clinical experience since registration.

(Application forms--to be completed and returned to Britain by May 31, 1967 - can be obtained from the Fellowships Administrator, Smith and Nephew Associated Companies Ltd., 2, Temple Place London WC2.)

FAO SCHOLARSHIP

The Food and Agricultusal Organisation of the UN has invited applications for the award of "Andre Mayer" fellowships for 1967 from candidates of the members countries.

The fellowhsips are for research and research training in specified fields.

U.S, Award for Chandrasekhar

Dr. S. Chandrasekhar received America's highest award in science in a White House ceremony recently. President Johnson presented the National Medal of Science to Dr.S. Chandrasekhar and 10 other Americans for excellence in scientific and engineering achievement.

Dr. Chandrasekhar, an astrophysicist at the University of Chicago, received the award from President Johnson for his "superb contributions to Stellar Astronomy Physics and Applied Mathematics, and for his guidance and inspirati on to his many students and colleagues".

Dr. Chandrasekhar has been a member of the Chicago Faculty since 1937. He has evolved theories on the evolution of stars. He produced a theory of star rotation and proved that hydrogen and helium account for nearly all the material in stars.

CANADA TO BACK SHASTRI CENTRE

India and Canada are understood to have agreed in principle to establish a joint foundation as a memorial to the late Prime Minister, Mr. Lal Bahadur Shastri.

The object of the Shastri Memorial Foundation will be to promote study of Indian culture. Details are still being worked out but initially it is proposed to send eight or 10 Canadian scholars to India from the School of Oriental Stundies at Mcgill University in Canada. Also Indian scholars may be seconded to the Canadian University for similar research.

These activities are designed to intensify the warm relations that already exist beteeen India and Canada.

The money to finance the foundation will come out of the rupee funds generated by the sale of Canadian food gifted to New Delhi to relieve food scarcity here.

JOB INDEX

Subject	*Post*	*University*
Geology	Professor	Saugar
,,	Asst. Professor	,,
Physical Chemistry	Reader	Poona
Administrative Jobs		
Librarian		Saugar

Classified Advertisements

UNIVERSITY OF SAUGAR

Applications are invited for the following posts so as to reach the Registrar University of Saugar, Sagar (M.P.) not later than 30th March 1967. Applications for the prescribed form should be accompanied by a self-addressed invelope and a postal order of Rs. 5/- as application. Candidates required to come for interview will have to come to Sagar at their own expense and bring with them their original certificates etc.

Centre of Advanced Study in Geology

(1) One post of Professor on a pay scale of Rs. 1100—50—1500 with benefits of Provident Fund admissible at 12% of the salary as University contribution. A higher starting salary in the prescribed scale up to the maximum may be given to a specially qualified and experienced candidate. The appointment will be for the duration of the fourth five-year plan period, but the post is likely to be made permanent.

Qualifications

(*i*) A Doctor's Degree and/or high academic attainments with wide recognatrtion for scholarship and original contribution to the subject.

(*ii*) Published work, to their credit.

(*iii*) Extensive experience of conducting and guiding research.

(*iv*) At east 10 years experience of teaching post-graduate classes. *OR* At least 10 years experience of Advanced research.

(*v*) A good working knowledge of Hindi both written and spoken.

(2) Two posts of Senior Research Fellow on a fixed pay of Rs. 500/- p.m. Duration two years in the first instance. Candidates should preferably hold a Ph.D. degree in Geology or have equivalent published research work to their credit.

(3) One post of Research scholar on a fixed pay of Rs. 250/- p.m. Duration two years in the first instance. A good post-graduate degree in Geology or Applied Geology.

Department of Applied Geology

One permanent Post of Assistant Professor on a pay scale of Rs. 400—30—640—40—800 with benefits of Provident Fund according to rules. A higher starting salary may be given to specially qualified and experienced canidate.

One permanent Post of Assistant Professor on a pay scale of Rs. 400—30—640—40—800 with benefits of Provident Fund according to rules. A higher starting salary may be given to specially qualified and experienced candidate.

Qualifications

(*i*) A first class Master's or an equivalent degree recognised for the purpose by the University: OR A Second class Master's or an equivalent degree recognised by the University with at least two years teaching experience of post-graduate classes preferably at a University or with recognised research work.

(*ii*) Experience in the analysis of rocks, minerals and ores, and in the handling and maintenance of modern analytical instruments used in spectrophotometry, flame-photometry, X-ray diffraction and D.T.A. desirable.

(*iii*) The incumplent will have charge of a chemical laboratory, and teach geochemistry and related subjects.

(*iv*) Must be able to teach in Hindi.

S. J. NAIDU,
Registrar

UNIVERSITY OF SAUGAR

Applications giving details of qualifications from Matriculation upwards, experience, date of birth etc. are invited on a prescribed form accompanied by an Indian Postal order of Rs. 5.00 as application fee, for the post of *Librarian* at this University on the salary of Rs. 700—40—1100 with benefits of Provident Fund according to University rules, so as to reach the Registrar, University of Saugar, Sagar before March the 19th 1967. The prescribed form will be supplied on request accompanied by a self addressed envelope of the size 9;×4;.

2. **Qualifications**

(*a*) First/Second class B.A./B.Sc./B.Com. degree plus 1st or 2nd Class M.Lib.Sc. degree (Two year course)

OR

First/Second class M.A. (Preferably in English) M.Sc. degree and 1st or 2nd class B.Lib.Sc. or one year diploma in Lib.Sc.

(*b*) Five years experience as Librarian or of working in a responsible professional capacity in a Library.

3. The post is permanent. The period of probation shall be two years from the date of joining duty. This per'od of probation may, however, be extended by such further period as the Executive Council may deem fit; but the total period of probation shall, in no case exceed three years. Service during the peobationary period may be terminated without notice and without assigning any reason.

4. The age of retirement is 60 years.

5. Candidates already in service should send their applications through proper channel. An advance copy may, however, be sent direct. The application should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

6. Candidates selected for interview will have to come to Sagar at their own expense and bring with them their original degrees/diplomas etc.

S. J. NAIDU
Registrar

UNIVERSITY OF POONA

Applications are invited for the post of a Reader in Physical Chemistry (Theoretical Chemistry) in the scale of Rs. 700—40—1100 plus allowances admissible. This scale is likely to be revised during the Fourth Five Year Plan period. Detailed information regarding the minimum qualifications, age limit, etc. will be supplied along with prescribed application form, on receipt of a self-addressed envelope (9;×4;) bearing postal stamps worth Rs. 0.45 paise to cover the postage. The applications must reach the University Office not later than Wednesday, 15th March, 1967.
Ganeshkhind, Poona-7.

W. H. GOLAY,

4th February, 1967. *Registrar*

Corrigendum

The advertisement No. 17/66-67 issued by Aligarh Muslim University, Aligarh, appeared in our February, 1967 number. The pay scale of Reader in Zoology was printed Rs. 600—40—1100 plus D.A. It should be read Rs. 700—40—1100 plus D.A.

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UNIVERSITY NEWS

Vol. V No 4 New Delhi April, 1967

SECOND ACADEMIC SESSION IN NAGPUR VARSITY

18462 LIBRARY MYSORE

Nagpur University has introduced a scheme for a second academic session, from December to October. This is expected to go a long way towards eliminating the tremendous wastage of time and energy of youth resulting from large-scale failures in University examinations.

S.S. Bhandarkar on Colleges of Tomorrow

★

Tutor Counselling Scheme in Aligarh

★

Trends in Chemistry Teaching

★

Book Reviews and Readers' forum

At present the Universities have only one academic session, from June-July to March. The final examinations are held in March-April and those who fail invariably lose one full year. Supplementary examinations are held in October or November for these failed students but the successful students are admitted to the higher classes only in next June. Thus, even after passing the examination, the students have to wait for six months doing absolutely nothing in the interim period. This loss of six months in the life of a young man or woman results not only in unnecessary wastage of time and energy, but also leads to frustration and psychologically unhealthy and undesirable tendencies. Moreover, quite a large number of students meet with failure in more than one examination during the course of their college career, which means the loss of three years. The Nagpur University Scheme for two academic sessions in a year aims at avoiding this wastage and its consequences.

This University gave a good deal of thought to the problem of wastage caused by the loss of six months after the supplementary examination and examined the possibility of introducing a second academic session to begin from December and to end with the examinations in October. The proposal was enthusiastically supported by all concerned and the Academic Council accepted the scheme in principle. A 25 member committee was appointed to work out the details for its implementation from this year itself.

Major difficulty

The major difficulty in this regard was the question of the termwise division of the syllabuses in different subjects and the problem of holding separate classes for students seeking admission after passing the examinations held in October-November. These difficulties were certainly very real, and it was felt that many colleges would not be in a position to start separate classes for students seeking admission in December or January, because that would involve difficulties in regard to teaching staff, accommodation and extra expenditure. The only alternative then would be to have combined classes for students admitted in both sessions. This therefore necessitated the division of the syllabuses into two units to be covered in two terms, viz. from June to October and from December to March. The Boards of studies were asked to work out this division and this was promptly done. Some Boards found it rather difficult, because they felt that certain portions had to be covered earlier before certain other sequential portions could be taught. But as everyone was keen on introducing this all-important scheme, these problems were again thrashed out and most of the difficulties were overcome. Finally, it was decided that where a

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complete division of the syllabus was not possible, either separate classes or extra coaching should be provided. It was also decided that since the decision was taken rather late this year, special efforts should be made to accommodate the students seeking admissions for the second session and the Vice Chancellor has assured all Principals of colleges that the University will do its best to help them to overcome their difficulties.

A natural corollary of the introduction of the second session is that the examinations to be held in October-November will now be open not only to failures as before but also to those who are taking the examinations for the first time. The nomenclature of these examinations will also change. These will no more be called 'supplementary' examinations, but simply October, November examinations.

Another important decision taken by the University is that the schedule for the October-November examinations should be so organised that all results would be declared by the end of November and the new session (second session for newly admitted students and second term for those admitted in June) would regularly begin in December. The Vice-Chancellor is also working out a schedule for the two terms so that more intensive and more planned teaching can be organised. He has already expressed his determination to see that the schedule for vacations and holidays would be organised in such a manner that the number of working days in the University and its constituent and affiliated colleges will come to not only the minimum of 180 days as laid down by the University Grants Commission but to 200 as now stipulated by the U. G. C. This will be definitely implemented from the academic session commencing in June, 1967.

In launching the scheme for two sessions, the University authorities were naturally faced with certain other problems. One of them is in regard to the educational concessions and facilities offered to the students by the State and Central Governments. In Maharashtra all students whose own or whose guardians' annual income does not exceed Rs. 1200/- enjoy a special concession known as Economically Backward Class concession, (E.B.C.). The tuition fees and certain other fees of all such students are reimbursed by the State Government. Then there are the concessions in fees and scholarships awarded by the Central Government to students belonging to Scheduled Castes and Scheduled Tribes and to certain other categories. The Vice-Chancellor has already anticipated these difficulties and as a result of his efforts the Education Minister and other authorities of the State Government have agreed to treat the students admitted in the second session on par with those admitted in June and to extend E.B.C. concession, scholarships and other facilities to them notwithstanding some inconvenience and administrative problems that may have to be faced.

New Scheme

To begin with, the University has introduced the scheme this year only in the faculties of Humanities, Commerce and Science, and students are now being admitted to all classes in the three-year degree course. Thus, students who have passed the pre-university or its equivalent (H.S.S.C.) in the supplementary examinations of the University or the S.S.C. Board are now being admitted to the First Year of B.A, B. Com. or B.Sc. and those passing the First and Second Year are being admitted to Second and Third year respectively. Next year this facility will also be extended to new entrants in the pre-university classes. Extension of this scheme to other faculties and post-graduate courses will also be considered in due course. The M. A. and M. Com. examinations are also now going to be held twice a year and students will be able to take the examination either in March or in October.

This year, more than 20 colleges, including about a dozen colleges from outside Nagpur have agreed to introduce the two session scheme and they have already admitted hundreds of students passing the supplementary examinations for the second session commencing in January. Special classes and extra coaching are also being provided for wherever necessary.

As the scheme was finally approved and announced only in November, students who had failed in the March examiantions came to know of it rather two late The. Vice-Chancellor had therefore extended the last date for submitting applications for admission to these examinations and quite a few students benefited. Still, the number of students who availed of this opportunity this year has not been very large. But from next year, it is believed that several thousand students will be able to take advantage of the scheme, which will mean a definite saving of at least one term for them and a great saving in terms of time, energy and money at presenl lost by the students and their parents and also by the government. In short the scheme will result in eliminating a lot of avoidable national waste.

THE COLLEGES OF TOMORROW

S.S. Bhandarkar

"The quality of University education in India will largely depend on the standards maintained by colleges and unless it is made possible for them to improve their staff . . . no real improvement of University education will be possible." *—U G C Report*

A large proportion of our new colleges are now being opened in semi-urban and rural areas. In some cases these answer to a genuine demand from an awakening community that wants the younger generation to benefit from opportunities which were denied to itself. In such places if there is a band of devoted workers the college may thrive. I have seen one such remarkable institution in one of the wildest terrains of Madhya Pradesh. These are, however, a minority.

A far larger number of mofussil colleges are established for reasons which are frankly extra-academic. The opening of a college, in however skeletal a form, is apparently one of the simplest and most economical ways whereby a prospective aspirant to public life may secure the required prestige. A ramshackle building, some dubious promises of the minimum funds and a plot of land—and the seeker after a public career makes a bee-line for the University which he proceeds to bombard with proofs of his competence to launch his scheme. Inadequacies are slurred over, pressures of every kind are resorted to, ranging from recommendations from those in high places to poignant appeals from the lowly farm-labourer (not excluding threats of indefinite fasts).

Finally, the so called college emerges sans every dispensable and many indispensable amenities, but with promises that everything will be provided before the year is out. In six cases out of ten the possession of both land and building turns out to be under dispute. Promised funds fail to arrive, payments are irregular and discharge of staff members at the beginning of every long vacation and their re-instatement at the start of the next session is by no means uncommon. Internecine rivalries rend the governing body and the college maintains a tenuous and despondent kind of existence unnerving to teachers and students alike.

Mofussil colleges opened by Government are, of course, on a more secure footing but even these receive only the dregs of already limited resources, the majority of which are drawn away by larger and more important urban institutions. It is imposible to obtain properly qualified staff because of the lack of basic amenities in the area and its stultifying atmosphere. The intellectual life of the teachers is one of progressive impoverishment. Colleges offer no amenities. I have seen libraries containing not more than a hundred books including text-books. There are no extra-curricular activities, no projects for research or area studies. Even more deplorable is the complete absence of any kind of gainful relationship between the college and the surrounding countryside that sustains it. The mofussil college is, in short, a drab and uninspiring replica of the town college, lacking its virtues and multiplying its deficiencies.

For large parts of the country these are the Colleges of tomorrow. Whether we like it or not, it is these rather than well-equipped urban colleges that are going to multiply in the next decade or two. As they now function, they imply a colossal drain of financial resources, energy and talent and of youthful potentialities. This situation clearly calls for serious re-thinking as to the role and function of the mofussil college which, in spite of its present deplorable condition, does have exciting possibilities. It has even certain distinct advantages over the crowded and impersonal urban college, for with its small number, it can make possible a close and profitable association between the teacher and the taught.

Mofussil College

That the mofussil college plays a crucial role in the building up of the innumerable units that contribute to the modernising of our country is a fact often lost sight of when problems of educational planning are under debate. Concern is expressed, and rightly so, at the paucity of quality institutions that would produce leadership. But it has to be borne in mind that leadership alone, however brilliant and qualified, is by no means enough. If the ideas and plans of leaders are to be given "a local habitation and a name", there have to be armies of efficient, responsible and, above all, reliable men and women to execute them.

Today it is these "middle-level" workers that are lacking. As an experienced officer put it the other day, "50 percent of them are unemployed and the remaining are unemployable." The acute difficulty experienced by large and important institutions in our country—educational industrial, administrative, commercial and the rest—to obtain the services of officers with a sound general education, initiative, an imaginative understanding of the requirements of their jobs and a conscientious attitude to their work is rapidly taking the form of a crisis.

It is no exaggeration to say that the failures, bottle necks and delays in most public enterprises and services can be traced to the sub-standard quality of the middle level officer. To every one individual of the top leadership class, it is necessary to produce a thousand middle-level personnel if today's projects in every

field are to be executed satisfactorily and on time. With rapid expansion of projects and their decentralization, this personnel will have to be increasingly drawn from the mofussil, colleges. A failure to up grade the quality of these colleges will result in the continued production of sub-standard personnel and spell disaster for our plans, a disaster which we can in no way afford.

The mofussil colleges must, therefore, be improved and ways and means have to be quickly discovered which, while being effective, must involve a minimum of expenditure. Two possibilities which might serve as preliminaries to further reforms are suggested below.

Teacher Services

The need and value of student services has been universally accepted. For the upgrading of mofussil colleges, however, I would suggest that the first step should be the introduction of a comprehensive scheme of *teacher*-services. In the mofussil college, even more than in the city colleges, it is the teacher who forms its backbone deciding the quality, effectiveness and progress of the institution. No spectacular improvement in the physical amenities in these Colleges is feasible in the foreseeable future. We have to accept the grim fact that they are destined to work in badly built premises, under leaking roofs and with inadequate equipment and facilities for a long time to come. The one element that can make up for these inevitable deficiencies is the teacher. And yet it would be difficult to find any group of individuals serving in so crucial a position who receive less attention and consideration from Government, University or other authorities.

The working conditions in mofussil colleges scare away all but those who, due to the poorness of their academic career or their lack of experience, find it impossible to get a job elsewhere. Even Government Colleges tend to get only inexperienced and lesser qualified personnel. The mofussil college is patently regarded as a stepping stone tolerated only in the hope of securing a better position elsewhere or regarded as a "punish ment" post to be borne till the next transfer becomes due. In this way all the potentialities of the mofussil college are snuffed out before they have had a chance even to be realised. An imaginatively conceived net-work of teacher services, based on a realistic assessment of the working and living conditions of mofussil colleges, would go a long way to reduce the unattractiveness of these posts.

Certain amenities could be made available with the cooperation of various agencies connected with University education. Thus financial incentives could take the form of a "difficult-area allowance", free education for up to two children and a personal book-grant from the University to senior professors. The first bugbear of the newly arrived college teacher is housing. It should not be impossible to offer reasonably comfortable accommodation on nominal rent to college teachers in the district if the U.G.C., Government and local authorities put their minds to it. As a matter of fact, provision of housing to at least a certain proportion of the teachers could well be made one of the conditions for new or continued affiliation. Teachers' hostels as suggested and offered by the U.G.C. but on a smaller scale could solve the problem for the junior staff who are frequently bachelors just out of college.

The provision of a modest Teachers' Club House with basic amenities planned and supplied by a central authority would help towards relieving the monotony and mental stagnation characteristic of rural communities. These would include a small reading room equipped with journals and reference library, a canteen and a recreation room with further additions as funds become available. Intellectual stimulation could be provided by well planned programmes of orientation courses conducted in each of such regions, participation of district teachers in Conferences, Seminars and similar functions in the University, regular visits of senior teachers from the University to the colleges and lively encouragement of area-studies and research in subjects such as local history and archaeology, linguistics, folk lore, socio logy, problems of public administration, etc.

The Indian countryside is a treasure-house of material for area studies and these are badly needed in our knowledge of the country.

Universities could offer guidance in the choice of subject and methodology of work, make small study-grants, arrange for loans of books from the University Library and reward good work by its recognition or publication. If such work could count as an outstanding qualification for promotion it would be taken up with enthusiasm by the better type of teacher. In every way links and communication between University and mofussil colleges need to be strengthened and energised if the intellectually moribund state of the latter is to be toned up. This two-way traffic will also benefit the University by imparting a new realism to its plans and projects. The lack of deliberate, purposeful and regular communication among units of the University system is frequently one of the reasons why many schemes do not achieve the maximum of which they are capable. Such communication is essential if the mofussil colleges are to be invigorated and given a sense of purpose and a realisation that they have an important place in the academic scheme.

College of the Community

My second suggestion is regarding the place of the college in the community. At present, apart from a very few exceptions, no organic relationship exists. The students come, of course, from the surrounding area and there are a few college functions such as the annual day when the more educated of the local inhabitants attend. A few of the more imaginative and energetic Principals and Professors may arrange an

exhibition or lecture to which the public might be invited. But such efforts are few. Apart from these superficial and spasmodic contacts the Colleges mean nothing to the community and *vice versa*. The content of the syllabus taught is identical with that taught in the city colleges and has no organic link with the life of the community. The most desirable reform would be a radical change in the curriculum with emphasis on technological subjects responsive to local requirements.

Experience has shown, however, that a different curiculum, even if more suitable, would not be acceptable to local sentiment, as this would be interpreted as an attempt to lower the status of rural as against urban colleges, thereby reducing the employment opportunities of the students of these areas. Yet the peculiar circumstances of these colleges lay upon them a particular mission, namely, to assist in the development of the community from which they draw their substance. It is this mission rather than an attempt to achieve some peak of academic excellence with no relevance to the life around them and which is, in any case, entirely beyond their capacity—that should be their aim.

Adult Literacy

The need to link the colleges with the requirements of the region is envisaged in the establishment of the system of junior colleges in the U.S.A. These, however imply a far more advanced and prosperous society than obtains in the Indian countryside, and cannot therefore constitute a model to be followed in our district colleges. Methods then must be devised which can draw the colleges and community together in a natural manner and to their mutual benefit. A project which could be taken up immediately and would appear to present the most likely possibilities is that of adult literacy and extension services.

Both adult literacy and extension services offer a variety of research opportunities to the undergraduate at every stage of his course. There is, for instance, simple survey work, study of wastage and fall out, collection of data from local life situations and needs, to be used in the preparation of literature for neo-literates, preparation of visual aids and exhibition material, writing of scripts for dramatic representations and puppet shows and their production, experimenation in methods of adult education, training of literacy workers and so on. The possibilities are endless.

Both adult-literacy work and research could find a compulsory place in the curriculum at every stage of the mofussil college, either as a part of the National Service Scheme or as compulsory vacation tasks which could be a pre-condition for admission to University examinations. A further follow-up scheme of internship before receiving the B.A. degree might hasten the spread of literacy in rural areas beyond present expectations. But whatever the actual results, I do not think can be any doubt that such activities would enrich the academic training of the student and help to bring the college and community closer to each other,

An additional advantage is the comparative smallness of the investment involved. There are, moreover, recently formed international agencies upon which colleges with enterprise and initiative could draw for technical and monetary assistance. Extension education undertaken by the staff and post-graduate students is also a project rich in possibilities and one which evokes an active response in most semi-urban regions. One professor of a college in a remote little township offered to teach English free to anyone who wanted to learn. A sizeable class took shape almost immediately and the consequent involvement of the community with the college resulted in an offer to collect the not insignificant sum of Rs. 25,000/- for the purchase of a station wagon for college use. Similar experiments could be made with short courses in co-operation, or public administration in the local context and, where posisble, elementary technology adapted to local conditions.

That a college in an educationally backward region should play an effective and deliberate part in the development of that area is a truism too obvious to be laboured. But unfortunately apart from a few notable exceptions, such as the experiment in the Ahmednagar College, no sustained or planned attempts in this direction have so far been made by Universities in areas where they are most needed. I am by no means unaware of the difficulties in implementing these ideas both with regard to teacher services and community involvement. Even more than lack of funds there remains a defeating inertia, a lack of enthusiastic and interested workers and of teachers with vision and capacity to enthuse their students. There is, however, in every University a nucleus of a few dedicated and able men who would respond to such ideas if the University undertook to launch and support them. The time has come for such experiments to be made at least in a few mofussil colleges future expansion in these areas is to be saved from becoming a mockery.

Stress on Electronic Research

The research survey and planing organisation of the Council Scientific and Industrial Research has called for integration of various departments of universities, institutes of technology and laboratories within a well-evolved policy to promote electronic research on a priority basis.

A survey made by the organisation on "trends of research in electronics engineering" has also advocated urgent increase of research facility in electronics.

The survey points out that considering the size of the country and its need of development in this vital area research work in electronics is meagre in termes of productivity.

The total number of papers on electronics published by Indian authors is only 2.5 per cent according to the survey. This is far from adequate considering the technological lag between India and advanced countries.

Also a study of the papers published by Indians in this field reveals that about 44 per cent of the work is done abroad.

This is very significant as it implies that centres of research in electronics have not yet been firmly established in the country.

The organisation therefore called for an urgent inerease of facilities to conduct electronics research in India. The survey also reveals that only a very small number of electronic researchers (45) in India are active scientists whose contribution of research papers during 1961 to 1964 has been five papers on an average. Even among these active scientists, the active core is limited to just nine.

The survey says efforts should therefore, be made to create the necessary facilities and environment to enable large number of electronics scientists to make substantial contributions.

Besides universities and institutes of technology, about 20 organisations are engaged in electronics research.

Endorsing the recommendation of the electronics committee headed by the late Dr. Bhabba, the survey also gives the following suggestion to boost electronics research:

Developing necessary programme to train personnel in electronics.

Providing necessary resources such as funds and equipment.

Formulation of well-defined policy for electronics research considering total investment in research, the relative areas of priority in relation to the overall progress of science and technology and the country's needs.

The survey pleads for urgent attention to them as electronics plays a vital role in atomics energy, communications and defence.

Soviet Scholarships

The USSR Government has recently offered 35 scholarships to Indian nationals for post-graduate studies and teacher training.

Of these 30 scholarships are for post-graduate studies or research.

Overseas Students in Britain

About 75 per cent. of the overseas students and practical trainees in Britain in 1965-66 came from developing countries.

In 1965-66, the latest year for which figures are available, the number of full-time students and practical trainees who were in Britain for at least six months and who came from developing countries was about 53,700.

Of these, about 7,100 were taking professional, industrial or other practical courses. Some of these worked as apprentices.

The total number of overseas students and practical trainees was about 71,400. About 75 per cent therefore came from developing countries.

Brain Research Programme

A centre of voluntary movement, speech, memory, emotions, thought, and creativity, transforming waves into sounds and images and chemicals into tastes and smells, the brain exercises control over sleep, hormone and heat balances. Composed of about 10,000 million neurones and suffering irreversible lesions if deprived of oxygen for more than four minutes, this essential organ, both an unparallelea machine and an incomparable communication system, also has the extraordinary property of providing self-consciousness.

The importance of brain research is obvious in such a contest. In collaboration with Unesco, the International Brain Research Organization (IBRO) has been carrying out since 1962 a world survey of the activities, resources and needs of brain research laboratories.

Fellowships are granted to young researchers to enable them to study in foreign laboratories. With the help of temporary research groups, IBRO also enables scientists specialized in a given technique to work for several weeks or months with specialists in another technique requiring a combination of different methods. For high-level scientists it organizes essentially interdisciplinary sysmposia. Finally, IBRO sponsors international scientific meetings and its bulletin reports on symposia and other congresses devoted to various aspects of the study of the nervous system

The fourteenth session of the Unesco General Conference, which met last October and November approved a considerable expansion of the brain research programme established in 1960.

CULTURAL EXCHANGE

U.K. Scouts Expedition

Five British Scouts, who have organized an overland expedition to Australia, plan to spend about two months in India. According to their intinerary, they are due to reach New Delhi on April 18.

Their main aims are to see more of the world and its people, to meet Scouts in different countries and take part in their activities. The expedition has the approval of British Scout Headquarters in London.

All in their early twenties, the five Scouts are Geoffrey Morris, David Cain, Malcolm Scott, Robert Taylor and Robert Burgess.

The expedition s route lies across six countries in Europe and eight in Asia. The places they hope to visit in India include Agra, Patna, Nagpur, Bombay, and Madras.

The Scounts who are travelling in a 1960 Land-Rover, plan to reach Australia by July.

Educational Cruises

The 17,000-ton British liner Uganda, withdrawn from the Britain-East Africa service, is to be converted as an educational cruise ship to fulfil the increasing demand from students in many parts of the world for international cruises.

The Uganda will operate as an education cruise liner from January next year replacing the existing ships Devonia (12,800 tons) and Dunera (12,620 tons).

The Uganda, with the 20,500 ton liner, Nevasa, will enable BISN to continue their present educational cruiseliner capacity for about 50,000 passengers a year to 60 ports in 25 countries

Since 1965 the company's ships have carried 13,600 students from nine countries other than Britain on education cruises to many parts of the World, including West Asia and Canada.

POLISH SCIENTISTS IN INDIA

A three-member delegation of the Polish Academy of Sciences led by Mr. Zbigniew Lutoslawaski, chief expert, machinery industry section of the commission of Science and Technics arrived in New Delhi recently on a four weeks' visit to this country.

During its month-long stay in India the delegation of the Polish Academy of Sciences will visit the main industrial and scientific centres in Madras, Bombay, Bangalore, Poona, Calcutta, Durgapur and Ranchi.

The visit of the Polish delegation is sponsored under the agreement signed between the Polish Academy of Sciences and the Council of Scientific and Industrial Research of India in March 1966.

An Indian delegation had visited Poland in September-October 1966.

Soviet Farm Team in India

A five-member delegation of Soviet agriculture experts headed by Mr. G.I. Vorobyev, Deputy Minister of Agriculture, arrived in Delhi recently at the invitation Indian Council of Agricultural Research.

Other members of the delegation are Mr. S.G. Kolesov, Director of Scientific Control, Institute of Veterinary Appratuses, Mr. M.S. Dunin, Head of the Chair of Protection of Plants in Timirayev's Agriculture Academy in Moscow, Mr. S.A. Akmalhanov, Director of Institute of Animal Husbandry of Uzbekistan and S.G. Trostianitskaya.

During their stay in India, the members of the delegation hope to get acquainted with agricultural research and scientific establishments in India.

The delegation will be on tour of in India till April 12.

Farm Education in C'Wealth Countries

Agricultural education and training will be one of the main subjects to be discussed at the next Commonwealth Education Conference, which will be held in Lagos, Nigeria, later this year from November 15 to 29.

In the report of an expert conference held at Huddersfield last October which discussed the education and training of technicians in the Commonwealth, Mr. H.L. Elvin, Director of the University of London Institute of Education and Chairman of the Commonwealth Education Liaison Committee, said that agricultural education had perhaps been neglected by those concerned with technical training.

The Lagos conference would consider the suggestion that, because of the "critical importance of agriculture to economic development and social well-being", Commonwealth countries give immediate consideration to holding in the near future a further specialist Commonwealth conference to study in depth all aspects of agricultural education and training.

The report includes a paper by Mr. L.S.Chandrakant, Joint Educational Adviser in the Indian Ministry of Education and Joint Director of the National Council of Educatioal Research and Training, New Dehli, drawing attention to India's needs in the sphere of technical education.

"When the crying need is for more teachers, more than half of our 2,000,000 students in universities are studying the humanities. It is not easy to break away from tradition. But it should be possible now for the universities to take account of the economic reality around them," he comments.

Campus News

Four New Departments

The Academic Council of the Punjab Agricultural University has decided to create four new departments. They are the following: Department of Animal Breeding, Department of Animal Nutrition, Department of Animal Production Physiology, Department of Livestock Production and Management at its Hissar Campus.

The University held a Kisan Mela at the Ludhiana Campus on March 16 and 17. In addition to guided visits, practical demonstration of various agricultural operations, competitions and discussions, an agro—industrial exhibition was also arranged. Colourful cultural programmes for visiting farmers were a special feature of the Mela.

J. & K. University: Gulmarg Research Observatory is planning to expand its research activities in the fields of Atmospheric Electricity and Infra-red spectroscopy. At present it is making an investigation in the studies of cosmic rays, the detection of nuclear radiation resulting from fall-outs and meteorology.

Since its inception in 1951, the observatory has imparted training to a number of scholars in high energy Physics and has also extended its facilities and collaboration to various researchers in the country and abroad. The Inter-University Board has recognised the observatory as a centre of research training leading to a degree of Ph.D.

Bombay University has decided to introduce a three-year course leading to the degree of B.Sc. in Home Science.

The Academic Council which accepted the proposal of the Faculty of Science for such a course has appointed a sub-committee to prepare a draft syllabus for the various subjects of study.

Calcutta University: The World University Service has offered the University of Calcutta a sum of Rs. 25,000 to help implement its scheme for a students' community centre.

The university authorities have applied to the State Government for a bigger site for the centre.

Delhi University: The World University Service Students Centre was opened recently at University Campus.

Constructed at a cost of Rs. 2.64 lakhs, the building provides temporary hostel facilities and will serve as a community centre. It has modern canteen facilities and will have a book bank by the next session.

Indore University: proposes to introduce a new course in Russian langauge from the next academic session.

A proposal to introduce another certificate course in Sanskrit is under consideration.

The University is likely to establish a new college of commerce and business administration at Indore.



Sir Frank Worrell after he received the degree of of Doctor of Laws (Honoris Causa) at the Punjabi University, being congratulated by Zakir Husain, Vice-President of India.

Kerala University: has accepted the recommendations made by the Syndicate regarding the lengthening of the Pre-University Course to two years.

The implementation of proposed full-time continuous intensive programme of NCC training lasting for about 60 days is being considered by the University.

Mysore University has introduced as a special subject of study "Theoretical Physics for the two-year Master's Degree course (M. Sc. in Physics) effective from the academic year 1966—67.

The UGC has accepted plans and estimates for the construction of a building for the Institute of Kannada Studies to be constructed at Manasa Gangotri at a cost of about Rs. 5.9 lakhs.

The University has establieed Board of Studies in speech Pathology, and Audiology.

The University proposes to create a full-fledged Department of Law for promotion of higher law education.

Patna University: There will be no test examinations this year in the Colleges of the University according to a decision taken by Principals of different colleges and approved by the academic council, it is learnt.

Beyond the normal classes, six weeks additional classes will be held in all the colleges of the University to enable students to make up for the gap of holidays.

The students are eligible to appear at various University examinations if they have secured 40 per cent attendance.

The University proposes to start special evening classes shortly for the benefit of the administrative staff employed by the University. The subjects of study are Economics, Politics, History, Hindi and Urdu.

Sri Venketeswara Varsity proposes a centre to develop study habits among students as an experimental measure.

A proposal for starting stenography and secretarial courses is under consideration.

Madras University proposes to introduce Military Science as a subject of study. The course is likely to be optional for B.A. and B.Sc. classes.

The University may institute a post-M.Sc. Botany Diploma in Mycology and Plant Pathology.

Punjahi University has instituted eight research scholarships of Rs. 200/ each per month for M.As. in Punjabi who join the University's newly instituted post-graduate course in linguistics.

An Institute of Advanced Punjabi Studies will be established at the campus shortly. The Department of Linguistics, the Department of Shri Guru Granth Sahib Studies and the Department of Punjab Historical studies will come within its orbit.

FAIR TREATMENT OF STUDENTS IN U.K. URGED

A National Union of Students report recently urged that students from overseas coming to study in Britain be selected by a committee in their home countries instead of by their governments

A report, prepared by the overseas students research unit, urged British colleges, universities and organizations to pay more attention to the academic, welfare and social problems of the coloured students, particularly in accommodation, to help their adjustment and intergration.

"All who are responsible for the well-being of coloured students coming to this country must ensure that none come here without at least being warned that racial prejudice is something that will affect them during their stay in Britain" the report said.

There are more than 70,000 students from almost every country in the world studying here.

The report deals specifically with the 30,000 in the higher education section, about two-thirds of them from the Commonwealth.

Under bilateral arrangements with the Commonwealth and some foreign governments Britain provides facilities and services for overseas students who are recommended by their own governments.

Preparatory courses

The report said the system of recommendation had outlived its usefulness, and should be discountinued. Instead, selection committees should be established in the overseas countries to interview students, study their education records and make reports to colleges here for decisions on acceptance or re-fection. The English language ability of all students should be tested before they left. They should also be fully informed about the academic, social and other conditions in Britain, including immigration and other requirements.

The colleges they enter in Britain should also organize preparatory courses to introduce the student fully to his studies and to life here, the report said.

Although racialism was one of the first things coloured students mentioned in discussing their problems in Britain it was remarkable that few booklets of advice about life here made any reference to racial discrimination and prejudice, it added.

"The prevalence of racial discrimination amongst landlords and landladies, probably causes most bitterness and hurt amongst coloured students," the report said.' 'For some it is the only explicit evidence of racialism that they will encounter."

It said colleges should accept responsibility for helping students to find somewhere to live. As the accommodation situation for either British or overseas students was unlikely to improve in the short term "the seriousness of the problem would seem to demand more concerted action than exists at present.

'BOOK BANK' FOR STUDENTS

The Buddha Jayanti Charities Society of Bombay, has now decided to establish a "Book Bank" for the benefit of students of the colleges affiliated to the University of Bombay.

The society, of which Maharashtra Governor, Mr P.V. Cherian, is the president, also decided to approach student community with a request not to dispose of their books after their examination results and to deposit the same with their colleges offices. The Society will collect them later in June and' deposit them in the "Book Bank' for distribution among the poor and deserving students.

	1950—51			1955—56			1956-57
	Boys	Girls	Total	Boys	Girls	Total	Boys
1	1	2	3	4	5	7	8
C. Oriental Studies							
1. Number of Colleges	71	2	73	72	7	79	77
2. Enrolment by type of Institutions.	4,302	245	4,547	6,744	1,118	7,862	6,937
3. Enrolment by courses	3,889	211	4,100	5,010	510	5,520	5,425
4. Expenditure by sources Rs. in 000's; Govt. Funds.	6,95 (59.0)	5 (41.7)	7,00 58.8)	10,92 (67.9)	16 (29.1)	11,08 (66.6)	13,79 (71.4)
Local Board Funds	25 (2.2)	2 (16.6)	27 (2.3)	14 (0.9)	—	14 (0.8)	18 (0.9)
Fees	10 (0.8)	—	10 (0.8)	16 (1.0)	3 (5.5)	19 (1.2)	22 (1.1)
Other Sources	4,48 (38.0)	5 (41.7)	4,53 (38.1)	4,86 (30.2)	36 (65.4)	5,22 (31.4)	5,13 (26.6)
Total	11.78 (100.0)	12 (100.0)	11,90 (100.0)	16,08 (100.0)	55 (100.0)	16,63 (100.0)	19,32 (100.0)
5. Exp. on Teacher Salaries (Rs. in 000's)	9,39	11	9,50	11.67	50	12,17	13,80
6. %age of teacher salaries to total expenditure			(79.8)			(73.2)	
7. Average annual cost per pupil (Rs.;			261.7			211.5	

			1960—61			1961—62	
Girls	Total	Boys	Girls	Total	Boys	Girls	Total
9	10	11	12	13	14	15	16
8	85	101	10	111	107	10	117
1,549	8,486	8,862	2,657	2,657	9,020	2,156	11,176
477	5,902	8,427	959	9,386	9,087	1,207	10,294
23 (24.7)	14,02 (69.2)	21,50 (73.7)	133 (74.7)	22,83 (73.9)	23,15 (75.7)	65 (63.7)	23.80 (74.8)
—	18 (0.9)	42 (1.5)	—	42 (1.4)	46 (1.5)	—	46 (1.5)
5 (5.4)	27 (1.3)	33 (1.1)	3 (1.7)	56 (1.2)	56 (1.8)	2 (1.7)	58 (1.8)
65 (69.9)	5,78 (28.6)	6,85 (23.5)	42 (23,6)	7,27 (23,5)	6,43 (21.0)	54 (44.6)	6,97 (21.9)
93 (100.0)	20,25 (100.0)	29.10 (100.0)	1,78 (100.0)	30.88 (100.0)	30,60 (100.0)	1,21 (100.0)	31.81 (100.0)
74	14,54	21,87	1,43	23,30	21,52	1.11	22,63
	(71.8)			(75.5)			(71.1)
	238.6			268.1			284.6)

Tutor Counselling Scheme in Aligarh

The following letter by the Vice-Chancellor of the Aligarh University to the teachers of the University is self-explanatory and is given here in view of its relevance to certain experiments launched by other universities as well.

My dear Colleague,

The Dean of Students has presented to me a list of students to be entrusted to your care as friend and guide under the scheme of tutor counselling. I have approved the list, which is enclosed.

2. Some time ago, I discussed with the Heads of the Departments of this University the purpose of tutor counselling and the way in which it should function. It is clear that its success depends largely on cooperation between the teachers and the students and, above all, on the manner in which the teachers give effect to the scheme and approach the problem of each of the students entrusted to them. One essential is that on disciplinary responsibility should be involved in tutor counselling.

3. The question was also discussed with the Heads of the Departments whether tutor counsellors should send regular periodical reports regarding the students entrusted to them and their problems. The consensus was that this was unnecessary if there were no problems to report, but that, in such cases, a quarterly statement should be sent on a form to be supplied by the Dean of Students, mentioning at least the number of times the tutor counsellor had met each student. On the other hand, if a student mentioned a problem by way of any difficulty he was experiencing, it would be desirable to report it, and, above all, to refer the matter personally to the Dean of Students. The action taken and the extent to which the difficulty had been resolved should also be mentioned in the report.

4. A great part of the difficulties of our students is financial. The University, through the Vice-Chancellor's Fund and the Students' Aid Fund, and the Students' Union through the Rafi Relief Fund, try to be of assistance as far as possible, and, in order to prevent the habit of begging, a beginning was made last year to provide such assistance through part-time work. The number of part-time workers is likely to go up to 100 this year, as against 44 last year. Even so, not all the financial needs of the students can possibly be fulfilled having regard to the size of the funds available, and the main consideration has, therefore, to be to save the funds for assistance to really needy and the relatively more needy. It would be well, therefore, to keep in touch with your students from this point of view.

5. There may be other problems confronting a student, for example, difficulties in his home life, other things worrying him, an emotional upset, or the like. There may be the question of ill-health, insufficient or unsatisfactory treatment, and lack of medicines. Each one of these requires ascertainment, enquiry and sympathetic treatment. Every student entrusted to your care must feel that he has in you an elder brother, that you regard him as one of you and that it is to you, therefore, that he could and should unburden himself.

6. I should like to add that employment opportunities also need to be looked into. There is an Employment Bureau in the University, but it is not always that one finds employment partly because, at the time of admission, students do not always bear in mind too much without adequate regard to their aptitudes or particular talents. Even when all is done, we are far from the stage of full employment in this and in most other countries. Special attention in individual cases may, however, help, and tutor counsellors would do well to keep this aspect in mind and to seek assistance or advice wherever possible from the Chief of the Employment Bureau in the interests of their students.

7. One part of tutor counselling, aside from assisting or advising as regards difficulties or problems, would be to create interest in activities like games and sports, social service, fine arts, hobbies, other cultural activities, general reading and the like. These are part of education and of the making of personality, and a residential University is particularly suited for such pursuits. I hope that your impact on your students will lead them to take greater interest in these activities, besides their studies, and in the refined and beneficial use of leisure.

8. All this means that, between you and your students, there has to be friendly rapport. I am sure that, if that is established, you will be able to be of help, and the students will, in responding, benefit.

9. Please remember that if you have any suggestions to make with regard to improvements in tutor counselling after you have worked it for some time, you are welcome to make them to me just as you are both free and welcome to make any constructive suggestions with regard to any academic matter. I intend giving the same opportunity to the students after they have also had some experience of the working of the system, and this I propose to do by organising a seminar at the beginning of the next session on this and allied matters affecting student welfare and needs.

With my best wishes to you for a happy New Year.

Yours sincerely,
Sd. Ali Yavar Jung

READERS' FORUM

Where can I study in India Industrial Management, Industrial Psychology and Industrial Relations ?

D. P. Suri, Chandigarh

The University of Bombay and Delhi have diploma courses in Industrial Management. The Indian Institute of Technology, Kharagpur has a diploma course in Industrial Psychology and Industrial Relations while Punjab University has a Certificate Course in Industrial Relations and Labour Welfare. There are also Diploma courses in Labour Welfare in the University of Bombay, Calcutta, Gujarat and Punjab.

Is there any treatment evolved recently in this country to protect livestock from sheep pox ?

—P. Bhagat, Kanpur

The Institute of Veterinary Preventive Medicine in Ranipet, near Madras is at present engaged in research to evolve a suitable vaccine to protect sheep from sheep pox.

The project instituted in 1964 is assisted by a U.S. Government grant. The U.S. Agricultural Research Service is co-operating in the study to develop a preventive vaccine which will give immunity to about 40 million sheep population in India.

Is education compulsory at any stage in the United States of America?

P. John, Cochin

All the States in the United States have laws which make school attendance, usually between the ages of seven and 16, compulsory. In several States school attendance is compulsory until the age of 18.

Is there any joint Indo-U.S. space programme in existence at present?

K. Vasant, Bombay

A joint Indo-U.S. project was launched recently by the National Aeronantics and Space Administration (NASA) from Wallops Island, U.S.A.

The purpose of the project is to measure electron and ion densities and lymanalpha flux in the lower inosphere by means of a cosmic radio noise absorption device called a riometer.

The Project scientist is Dr. Y.V. Somyajulu of the National Physical Laboratory, Ahmedabad.

I am interested in taking a course in Marine Biology. Which universities in India offer this course ?

P. Ramesh Allahabad

The Universities of, Allahabad, Annamalai, Bombay and Kerala provide regular courses in Marine Biology.

Is an Inter-Universty Hockey Team participating in the Universiade to be held in Tokyo this year?

V L. Ram, Madras

An Indian contingent will be taking part in the games at Tokyo in athleties and tennis but since hockey is not one of the events in the programme of the Universiade there is no question of an Inter-University team participating.

PERSONAL

Dr. Karan Singh, Chancellor of Banaras Hindu University has been appointed Union Minister for Tourism and Civil Aviation.

Dr. Triguna Sen, Vice-Chancellor of Banaras Hindu University, has been appointed Union Education Minister.

Prof. V.K.N. Menon, a former Vice-Chancellor of the Kerala University, has been appointed Honorary Visiting Professor in the Department of Politics of Kerala University for the year 1966-67.

Mr. V. Ramalingeswamy of All-India Institute of Medical Science has been awarded the honorary degree of D. Sc. (Medicine) by Oxford University.

Dr. H. Mitra, Head of the Department of Bengali, Presidency College, Calcutta, has been awarded the Bankim Scholarship this year for his research work on Bankism literature.

BOOK BOARD TO BE SET UP SHORTLY

The Union Government plans to establish a National Book Development Board to step up production of books and lay down guidelines for the country's overall requirements.

The various sectors of the book industry and various governmental and non-governmental agencies dealing with implementation of book programmes will be represented on the board. It will make concrete recommendations for consideration and action by the Government and other concerned bodies

The Government will nominate the chairman of the board. The Ministries of Education, Industry, Commerce, Information and Broadcasting and Finance, the Council of Scientific and Indstrial Research, the National Council of Education Research and Training and the National Book Trust of India will have a representative each on the board.

Book Review

Higher Education in America, Harbans Singh, Prentice-Hall of India Private Limited , New Delhi; 1966, pp. 52, price Rs.1.50.

Quite a few of our academics and administrators go to the United States on educational trips. Not many of them however produce a report on their return. Harbans Singh, Registrar Punjabi University, Patiala is a happy exception. This little booklet was initially prepared as a report for the Syndicate of his University and the publishers are to be complimented on having made it available to a wider reading public at a price which most people can afford.

Within its 52 pages, the report covers a fairly wide range of activities. There are brief chapters on Testing of Students before Admission, Method of Instruction and Examination, Student Personnel Services, Physical Education and Sports, Finanaces, Continuing Education etc. A good deal of information of a direct and serviceable kind is provided about all these topics. For those who are acquainted with the American educational scene, the coverage may not he exhaustive, but for those who want to learn about it the information provided is quite adequate. There are also chapters on the administrative structure and the academic structure of American universities and also a fairly interesting one on Indian Students.

As the sub-title of the book indicates, this is a report on a visit to American Universities In other words, the author chooses to describe what he has seen and only occasionally refers to problems and situations with which he is familiar from his own country. Had the author chosen to relate the two experiences oftener and more intimately the report would have become much more useful.

The book is written in a brisk and lively style and makes absorbing reading.

—Amrik Singh

KASHMIRI TAUGHT IN WEST

For the first time in American history the Kashmiri language will be taught at the university level

Some experts think this may be the first time the language has been taught formally, not only in the USA but in the West as a whole. Instruction in Kashmiri will be given at the Univeritsy of Illinois.

Simultaneously, its South-Asia programme will include more "traditional'tongues, including Be ngali, Hindi, Sanskrit, Tamil, Telugu, Urdu and Persian.

Kashmiri will be offered firrt in a summer session extendinng from the end of June to the end of August.

At the same time, the university will give related courses on South Asia. These will cover history, anthropology, art,philosophy, political science music and sociology.

The courses will be divided into two phases-contemporary and ancient. For example one course is "Indian History and Civilisa tion to 1707. But another giving a feeling of continuity, is "Development of Modern India and Pakistan-from 1707.

About 180 students have enrolled for the summer session. These include graduate and undergraduate students. However, the possibility that the number will increase is apparent since the deadline for applications is February 25. Students are expected to come from various parts of the USA and from various other college campuses

It is understood that a limited number of fellowships are being offered to encourage South Asian studies among university students.

NCC CADETS ATTACHED TO ARMY UNITS

About 100 NCC Officers and 5,000 cadets will be attached to Regular Army Units during May-June 1967. During this period Officers and Cadets will live and work with regular soldiers.

This training is for giving them a close insight into the functioning of Army Units and to rouse their defence conciousness. The assignment has proved popular with cadets and this year the number of NCC cadets on attachment duty is double the number compared to last year.

Poultry Research Scheme

The Andhra Pradesh Agricultural University approved a two years research project entitled "Nutritional Value of High-lysine Maize" in poultry rations in collaboration with U.S.A.I.D. mission. Maize is the most important energy food-stuff used not only for humans, but for livestock which provide for the former the most nutritious animal protein foods.

However, normal hybrid maize like other cereal grains is deficient in certain essential amino acids mainly lysine and methionine. Plant geneticists have succeeded to incorporaling this "High lysine gene" in normal hybrid maize to improve its nutritional value.

Experiments conducted in U.S.A. have proved that rats fed on high lysine maize gained in weight 3.6 times more in 28 days than rats fed on similar quantities of normal hybrid maize. No experiments have so far been conducted in livestock including poultry to prove the efficacy of this high-lysine maize over that of normal maize.

Therefore a research scheme was granted by U.S.A.I.D. mission with the approval of A.P. Agricultural University. Experiments on this project are now underway at the Poultry Science Department, Veterinary College, Hyderabad, to determine the "Economical and Nutritional value of High-lysine maize in poultry rations." This scheme is run by the staff of Poultry Science Department and Dr. Earl N. Moore, Adviser to the Veterinary Faculty.

Trends in Chemistry Teaching

"New Trends in Chemistry Teaching", the first of a series aimed at generating an exchange of information on modern approaches to the teaching of the basic sciences the world over, has just been published by Unesco.

The volume offers a selection of articles aimed at presenting a picture of areas where Chemistry is developing rapidly as well as describing new teaching methods. It is intended as a source book and also as a basis for seminars and refresher courses.

The fifty-odd articles reproduced in the volume have been divided into eleven sections covering: atomic structure and the periodic table; molecular structure; crystals and X-rays; stereochemistry; colour and photo-chemistry: energetics and kinetics; reactions in aqueous solutions; elements and their compounds; models and experiments; programmed learning; and curriculum reform and work in progress.

Under its science teaching programme, Unesco intends to publish similar volumes every two years, covering mathematics, physics and biology as well as chemistry.

Integrated Course in Ayurved

An integrated course will be introduced for Ayurvedc students in Punjab. The decision was taken recently by the Faculty of Ayurvedic and Unani systems of Medicine appointed by the Punjab Government.

This was in response to the repeated demand of Ayurvedic students. They would be awarded degrees of G.A.M.S. Graduate in Ayurvedic Medicine and Surgery. The degree prescribed under the Sudh Ayurvedic course was introduced in Panjab two years ago in place of the integrated course.

U.N. FELLOWS IN BRITAIN

The 10,000th United Nation Fellow to study in Britain under the auspices of the British Council was formally received at the Foreign Office recently by Mr. William Rodgers, Parliamentary Under Secretary of State.

A 26-year-old Polish research student in food and nutrition, she is one of more than 500 Fellows from 80 countries including 34 from India at present in Britain.

An important aspect of the United Nation agency programmes is the large number of Fellowships they offer for study and research abroad. About one-ninth of the world total of Fellows go to Britain for their studies

NEW WING TO MELBOURNE HOUSE

The University of Melbourne is extending its accommodation for overeseas and Australian students in International. House. A new building has been acquired for the purpose.

A Government grant of Rs. 5,96,400 has been given for renovating the property. The Minister for Education and Science, Senator John Gorton, said Melbourne's International House was pioneered in 1957 for residential accommodation for overseas and Australian students.

The first suggestion for it came from two friends, an Indian and an Australian. Almost 75 per cent of the funds needed, totalling nearly Rs. 109,20,000($300,-000) were raised by public appeals and from donations within Australia and overseas.

The University of Sydney and the University of Queensland now have International Houses, and a fourth is being built at the University of New South Wales.

Grant for Starch Research

Mr. Christopher Snow, Director of the American Cultural Centre has presented to Mr. N.C. Chaturvedi, honorary treasurer of Lucknow University the first instalment of Rs. 2,44,466 grant to support a study on how plants produce and utilize starch. With the grant, the United States Government will assist research by the university for a five-year period.

Dr.P.S. Krishnan, head of the Biochemistry department, will direct the study. He will be assisted by Dr. G.G Sahwal. They will concentrate on such starch-sources as cassava (tapioca), potato, rice, and maize, and will include, also fruits such as bananas and mangoes.

Mr. Snow said that he was certain that they would make an important contribution to India's future food supply."

It is evident that research already carried out in India has shown that it its possible to increase greatly the yield of starch producing plants. Even though increases in plant yields are alre ady most impressive, the value of such yields can be increased still further if the quality and quantity of starches can be inproved.

The Grant, which has been awarded by the U.S. Agricultural Research Service (ARS), will utilize rupees derived from the sale of agricultural commodities supplied to India under the U.S Food for Peace (P.L. 480) Programme.

FARM BOOKS EXHIBITION

An exhibit of books, pamphlets research reports and journals on agriculture and allied problems was inaugurated in New Delhi recently.

On view were more than 500 titles published in the United States and India. The aim of the exhibit is to indicate the literature available in this country for those interested in the improvement of food production in India through the application of science and technology.

After New Delhi, the books are on display in the Punjab Agriculture University Library, Ludhiana. It is also scheduled to be on view at the Uttar Pradesh Agriculture University, Pant Nagar during the fourth week of April.

The exhibit is scheduled to be shown in the Madras region from July to October.

Courses in Computer Techniques

The ways in which students in British schools and colleges are being made familiar with computers and their operation are outlined in a report recently published in London.

The report, compiled by experts of the Department of Education and Science, the Ministry of Technology and other Government bodies, notes that computer concepts are now included in mathematics courses at many secondary schools.

Eight or nine technical colleges have begun courses for system analysts on a "sandwhich" basis-meaning that students spend half their time at their place of work and the other half at collage, with the cost of the course being covered by their firm.



A competitor in pole vault event in the Inter-College Athletic meet at S V University, Tirupati.

These developments, the report points out, represent only early steps on the path towards fullscale adjustment of the educational system to meet the vast demand for computer experts and technicians certain to arise within the next few years.

By 1970, it is estimated, there will be 3,000 computers in use in Britain, compared with 1,000 in 1965.

Lift-slab Technique in Building

The Structural Engineering Research Centre, Roorkee has developed a novel technique in building construction. This will show better results than conventional methods, if used in large-scale housing projects.

In this technique, the floor slabs are cast on the ground and then hoisted on to their positions by hydraulic jacks placed on the top of four columns, built well in advance. The new technique will remove the need for the mass of framework now essential in concreting. It will also speed up the construction and reduce the hazards of working at heights.

An experimental three-storey "lift-slab structure" has been put up in the premises of the centre. It is roofed over by an un-reinforced funicular brick shell. The shape of the roof is so designed that it is primarily in compression, obviating the need for reinforcement.

The process used in building the lift-slab structure was a simplified adaptation of a technique perfected in the USA. The American technique involving sophisticated synchronization of lifting jacks, is not suited to Indian conditions. The effort in the Roorkee project had been to evolve a simple indigenous equipment.

The lift-slab process could be used for building any number of storeys. For instance, if an eight-floor building was to be constructed, eight slabs would cast on the ground, one over the other like a stack, and they would be hoisted on to their respective positions by the hydraulic jacks.

Another impressive and original construction by the Roorkee centre in new building techniques is the funicular shell roof. By this process, precast shell units only one inch thick suitable for roofs and floors, are made by using simple wooden moulds and a piece of hessian. It is a simple process which can be carried out by even unskilled labour in villages.

The precast units completely eliminate the use of framework. They have the capacity to carry a load of 350 lbs. per sq. ft. This process has found large-scale application in the Amar housing project at Ambala, where 1700 houses have been cons tructed in a record time of eight months.

Classified Advertisement

KARNATAK UNIVERSITY, DHARWAR

Teaching posts in the University post-graduate Depts.

Applications (six copies in the prescribed from available from the University Office on payment of Rs. 3/- either in cash or by postal order) are invited from persons of Indian domicile for the below mentioned posts in the University Departments:

PROFESSORS—(Rs. 1000-50—1500 with the usual allowances)

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- One in Philosophy,
- One in Sociology,
- One in Commerce
- Two in Physics (one in Spectroscopy and one in Solid State Physics), and
- One in Zoology

Qualifications :

D.Sc., D. Litt., or Ph. D. of a recognised University with a I Class in at least one of the degree examinations, with teaching experience of at least 10 years for Post-graduate classes.

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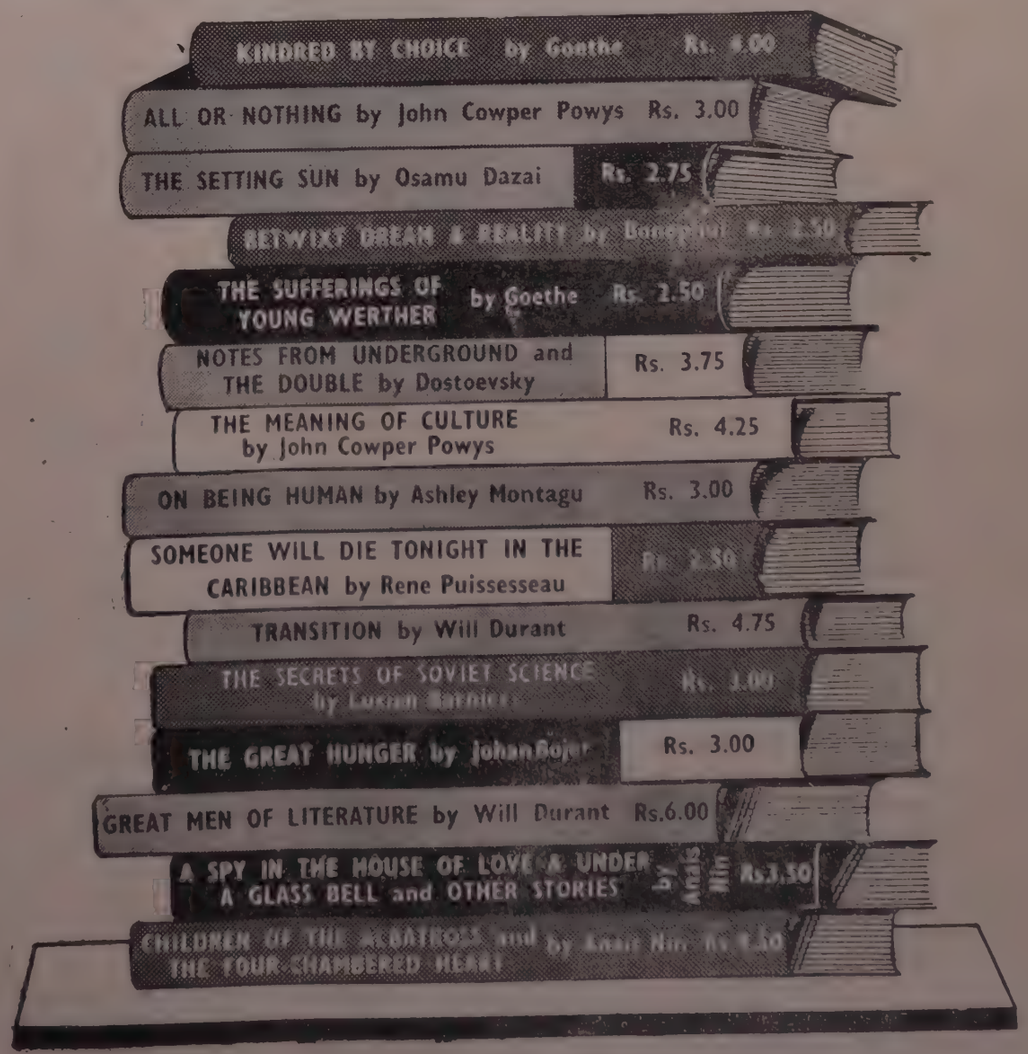
- Two in Kannada (one specialised in Brahmanic literature and one in Linguistics)
- One in Economics (specialised in Agricultural Economics),
- One in Political Scinece,
- One in English (specialised in Structural English)
- One in Sociology
- Oen in Law
- One in French
- Two in Physics (one specialised in Electronics with instrumentation experience and one in Solid State Physics)
- One in Geology
- Two in Mathematics (one specialised in Functional Analysis and the other in Modern Algebra) and
- One in Zoology (specialised in Marine Zoology)

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In suitable cases, the Syndicate on the recommendation of the Selection Committee, may relax the conditions regarding the prescribed qualifications.

Persons will be appointed to these posts on probation for one or two years according to the rules of the University and will then be continued on a contract or permanent basis, if the work during the probationary period is satisfactory.

Applications should be sent by Registerted Post A.D. so as to reach the Registrar on or before 30.4.1967.

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Applications are invited for the following posts in the University:

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Reader	700—40—1100

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Qualifications :

Essential : A first class Master's Degree (or a first or second class Honours Degree with a Research Degree of a Doctorate Standard) and ten years experience of teaching degree or post-graduate classes and capacity to carry out independent Research work and to guide students for a Research Degree.

Desirable :

Publication of work of high standard or a Research Degree.

READER :

Qualifications :

Essential: A first or second class Master's Degree (or a first or second Class Honours Degree with a Research Degree of a Doctorate Standard) and five years experience of teaching degree or post-graduate classes.

Desirable : Publication of work of high standard or a Research Degree.

The prescribed application forms can be obtained from the undersigned on payment of Rs. 2/- in cash or by M.O. or by crossed Postal Order payable to the Registrar, Bangalore University, Bangalore with a self addressed stamped envelop. Qualifications can be relaxed or high start be allowed if warranted by the qualifications and experience.

The last date for receipt of requisitions for application forms through post is 15th April, 1967.

6 copies of applications giving full particulars regarding age, Academic Qualifications, experience in teaching, record of research if any with copies of at least two testimonials (one of which should be from the Head of the Institution, if any where the applicant is now serving or served last) attached to each application, should be sent so as to reach the Registrer, Bangalore University, Bangalore on or before 1st May 1967. Copies of testimonials if any which will not be returned, may be sent enclosed to the application. Those who are in employment should send their applications through their present employer.

Canvassing direct or indirect, will disqualify a candidate.

Applicants should be prepared to appear for an interview at their own cost.

ALIGARH MUSLIM UNIVERSITY

Applications are invited on the form for the following posts :—

Jn Medical College

Candidates must possess a Medical qualification included in first or second schedule or Part II of the third Schedule (other than Licentiate qualifications) of the Indian Medical Council Act, 1956. Holder of educational qualification included in Part II of the Third Schedule should fulfil the condition stipulated in Section 13(3) of the I.M.C. Act, 1956. Must possess a basic University or equivalent qualification entered in schedule Under State/Central Medical Registration Act.

Scale of Pay

1. Readers—Rs. 700—50—1250 Plus DA NPA only for Medical College Potss.
2. Lect Urers—Rs. 400—40—800—50—950)

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M.D. (Path,) M.Sc. or Ph.D. in Haematology, D. Phil. (Path,), Speciality Board of Pathology (USA) N.D. (Medicine) ,M.R.C.P. with Pathology as special subject. D.Path./D.C.P. or M.C. Path. *Experience* : As lecturer for three Years Preferably in Haematology. *Desirable* : Experience to run a Blood Bank.

Tibbiya College

2. Reader Moalijat-e-Tib :

Degree or Diploma D.I.M.S., B.U.M.S. or equivalent with knowledge of arabic and English. Five years experinece of teaching or Research experience equivalent to it.

Desirable : Published work in Unani Tib. (2) Practice in Medicine. (3) Research work (4) Advanced Arabic Qualification.

Other Deptts

3. Reader History :

Qualifcations Ordinarily Required —first or second class M.A. history of Indian University or Equipment Foreign Qualifications. Ph.D. or published work of high order. Atleast 5 years Teaching Experience of Postgraduate Classes.

4. Lecturers History :

Qualifications Ordinarily required:— First or high second Class M.A. in History of Indian University or equivalent Foreign qualifications. Some teaching experinece of University Classes, and/or research work.

5. **Lecturer Mathematics :**

First or high second class Master's Degree in Maths., or equivalent Foreign qualifications.

Desirable : Knowledge in Modern Algebra, Functional Analysis, Numerical analysis and topology.

Perscribed application forms and instructions may be had from Registrar by sending self-addressed envelope 9"×4". *Last date of receipt of applications* 20 *April*, 1967. Incomplete applications and those received late shall not be considered except by special permission.

Higher start may be given for special qualifications and experience.

Registrar.

University of Rajasthan

Applications are invited (through proper channel in case of candidates already in employment) upto 25th April, 1967 on prescribed form available on prepayment of Rs. 4/- for the posts of (1) A Reader in South Asia Studies in the scale of Rs. 700-40-1100 plus allowances as per University rules. (2) A Research Assisstant in the scale of Rs. 400-30 640-40-800 plus allowances as per University rules, and (3) Two Research Fellows on Rs. 300/- P.M. (fixed) in South Asia Studies Centre. These posts are for the present available upto 31st July, 1969.

Qualifications:

(1) *Reader*: 1st or IInd class Master's Degree in Political Scinece, with specialization in International Relations, particularly in South Asia Affairs, and considerable experience in guiding research and post-graduate studies, (2) *Research Assistant*: at least second class degree in Political Science, and three *Research Assistant*: at least second class degree in Political Science, and three years' experience of research work, and (3) *Research Fellows*: At least IInd Class Master's Degree in Political Science, Economi cs, History or Sociology and aptitude for and experience of Social Science Research.

Qualifications are relaxable at the discretion of the Selection Committee. It will be open to the University to consider names of suitable candidates who may not have applied. Convassing in any form will be a disqulification.

(C.L. Singhal)
Registrar.

BIRLA INSTITUTE OF TECHNOLOGY & SCIENCE PILANI (RAJASTHAN)

Wanted:

(1) Senior Asst. Director (Research)
(2) Senior Asst. Director (Academic)

Qualifications:

High academic qualifications in Engineering or Applied Science, with about fifteen years' experience of teaching and research. Candidates should have held senior position as Professor or Head of a Department in a University or Research Institute and should have administrative experience. (1) The S.A.D. (R) will be responsible for developing the Central Research Laboratory in collaboration with industrial concerns. (2) The S.A.D. (A) will be responsible for developing academic programmes and faculty development. The Asst. Directors will also be designated as Professors and do teaching & research in their special subjects.

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Applications should give full particulars of age, qualifications, experience with positions held and salaries received, copies of testimonials and published research papers, and references of three persons under whom they have directly worked. Applications should be submitted through proper channel, with a crossed postal order for Rs. 7.50 payable to the Registrar ,B.I.T.S., Pilani. Last date for receipt of applications is 1st June, 1967. Selected candidates will be called for interview for which T.A. will be paid as per rules.

K.P. Govil
Registrar

JOB INDEX

Subject	Post	University
Economics, Philosophy, Sociology, Commerce, Physics, Zoology, Botany	*Professors*	Karnatak, Bangalore
Kannada, Economics, Political Science, English, Sociology, Law, French, Physics, Geology, Mathematics, Zoology, Haematology, History, Political Science	*Readers*	Karnatak, Bangalore, Aligarh, Rajasthan
History, Mathematics	*Lecturer*	Aligarh
Political Science	*Research Asstt.*	Rajasthan
Political Science, Economics, History, Sociology	*Research Fellows*	,,
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THE CHANGE OF MEDIUM

Hesitations, Doubts, and Decision

From our Special Correspondent

Perhaps the most significant unanimous decision to emerge from the Conference of State Education Ministers which met at Delhi from 28th to 30th April 1967 is the one regarding the use of regional languages as the media of instrution in all Subjects and at all stages. The resolution passed by the Conference is given below:—

"The Conference recommends that the regional languages should be adopted as media in all institutions of higher education.

All-India institutions (i.e. those institutions which admit students from all parts of the country and which are unique of their kind) will always be needed and will be strong foci of national integration. These should use Hindi and English as media of education, having regard to the needs of students. Admission to these institutions should be so planned that students educated through any language in Schedule VIII of the Constitution are not at any disadvantage. In addition, all such institutions should maintain special departments which will give intensive courses to the newly admitted students in Hindi/English which will enable them to follow with ease the education given to them. The change-over should be completed within a period of five years. A suitable machinery should be set up to watch over the implementation of the programme and to review the progress made from year to year.

Adequate safeguards should be provided for linguistic minorities (these will include the people of the Hill Districts of Assam for whom English is the medium of education).

A very big programme of producing the necessary literature for this purpose will have to be undertaken in all the regional languages. In view of its urgency and significance, the Centre should give a liberal assistance for the development of this programme.

The Conference authorized the Chairman to set up a committee to work out the details of the implementation of this programme and to watch over its progress."

As is only too apparent, this is a decision of profound and far-reaching importance. The question that naturally arises is how such a decision was not taken for 20 years and how it has been taken now. The only answer appears to be the changed political situation in the country. The last general election brought to power certain elements in public life who wish to dissociate themselves from the educational and other policies followed so far. Even within the ruling party at the Centre there have always been important sections of opinion which have not always sympathised with the current

K.G. Saiyidain on Concept of Man

★

Taking Varsity to People

★

Students Role in Society

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Book Reviews and Readers' forum

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educational practices and in this changed situation their thinking has moved fairly close to that of some people outside the ruling party. Since these other parties exercise political power in some of the States, a new kind of balance has emerged which, in a manner, is reflected in the decision as taken above.

Lively Debate

It would be too much to say however that the decision was taken without considerable doubts and hesitations on the subject. Those who attended the discussions will testify to the fact that there was real lively debate on the issue and quite a few of those reservations which people might have with regard to this decision were expressed there. For instance, misgivings were expressed with regard to the period of five years which has been prescribed and indeed it was suggested that there should be a phased programme, beginning with the Higher Secondary and then going on to the first degree and, furthermore, beginning with the Humanities and then going on to the Sciences and Technology. To this the answer given by the Chairman was:—

"If we make it (the period of five years) elastic, we will go to sleep and never complete it. Let us start doing it. We shall meet every year and take stock of how we are proceeding. If in any region, there are shortcomings, we shall help them so that they can come up. If we accept it (proposal) sincerely and seriously, then the language problem shall be minimised within five years."

It was suggested by one of the participants that this change-over to regional languages would impede free inter-change of students and teachers. About this one of the Ministers of State said as follows:—

"Even at present, when we are doing without the regional languages, what is the mobility of teachers as between Madras and Kashmir, Bihar and Uttar Pradesh, Gujarat and Maharashtra and all that."

It was argued in all seriousness that the period of five years should be extended to ten years, as suggested by the Education Commission. By reducing it to five years, the target date would become somewhat unrealistic, it was said. Indeed it was also suggested that the target period of five years could be utilised for this change-over in the case of under-graduate education and the next five years could be devoted to the change-over at the post-graduate level.

Changeover

While some people expressed agreement with this line of reasoning, one of the State Ministers commented:

"If we say ten years, then the first 6-7 years will be wasted completely and we will start only in the 8th or 9th year. This has been the practice previously. If we are really serious, then we should say it should be completed in five years."

Some attention was also paid to the mechanics of this change-over and how it was to be brought about. It was felt that the universities have to play a very significant role in the implementation of this new policy and unless they were willing to play the role assigned to them it would be difficult to implement this policy. Beyond this the matter was not discussed in any great detail. Possibly it is one of the issues which will come up for discussion when Vice-Chancellors meet to consider the recommendations of the Education Commission. According to current indications, such a meeting seems to be a few months off, however.

Taking Varsity to People

Shivaji University Board of Extra-Mural Studies is at present conducting "Gram Shibirs", "taking university to the people", in villeges and small towns. So far 19 Shibirs have been conducted under the guidance of the Vice-Chancellor.

A Board of Sports has been set up recently at the University. Sports activities in the five zones of the University are so organised to enable even small colleges to participate in University athletic meets.

The university is conducting orientation courses for college teachers particularly for new-comers to the profession. Three orientation courses have so far been held and it has been decided to have these courses regularly every year.

The University covers an area of 1,000 acres. An equestrain statue of Shivaji Maharaj faces the dministrative builings.

The development of the university site has been a joint endeavour for which both staff and students of the university had offered "Shramdan."

Madurai University has instructed all arts colleges affiliated to it to start one Tamil medium section in the degree courses in Humanities. This would enable Tamil medium P.U.C. students to continue their college courses.

The University Syndicate has permitted the Madurai Medical College to start a master's degree course in Child health.

CONCEPT OF MAN

Dr. K. G. Saiyidain

In his Inaugural Address at the seminar on the "Concept of Man" held at the Muslim University, Aligarh, on Feb 5, 1967, Dr. K. G. Saiyidain referred to the many questions that arise in defining this concept. Is man matter or spirit or the combination of both? Is he an agent of God on earth or dust that returns to dust without any intrinsic significance ? Should our attitude be one of optimism or pessimism about man or one of "meliorism" ? Is the real man good or bad, compassionate or cruel, creative or destructive? Is he to be conceived in geographical or linguistic or racial terms or is there such a thing as a universal man? He explained that men of all kinds and qualities from the highest to the lowest were included in the concept of man but the essential purpose of his evolution was to move from the lower to the higher level, and to take an active part in making this world really worthy of his habitation, where he can live in freedom, dignity and in a climate of tolerance and peace.

Issues involved

He elucidated in detail a few of the issues involved in this great debate. First, that while man has his links with the animal world, and his creative needs and their satisfaction is important, the highest objectives of his life is to promote the life of the spirit which expresses itself in art, literature, philosophy, religion and other products of intelligence and imagination. The controversy arises because those who advocate the so-called materialistic view of life look upon the accumulation of goods and riches as the end of life and not as a necessary means for the fulfilment of its higher and more characterstic purposes. On the other hand, those who stand for other values, which belong to the domains of intelligence and art, are often content to withdraw from the world of matter, as it were, and seek their own ivory towers of reflection or spiritual exercise, without involving themselves and their intellectual powers in trying to change and improve the world. In the past, such a division of the people in two classes was possible —though never defensible. In the world of today, it is out of question and our great need is to keep the dialogue going between these two worlds. He argued that there was a good case for a "tempered ascetic approach" to life, provided it was not meant for the '*other* fellows' but for oneself and resulted in being able to rise superior to the material temptations of the world.

'Universal'

Secondly, man (according to him) is not translatable merely in racial, geographical or linguistic or communal terms. These are accidental differences due to birth or location etc. and account should certainly be taken of them. But he should learn to transcend these differences and limitations and become eventually the "universal" man, who will be a citizen of the world, able to live and work cooperatively in this new "one world" which is developing irresistibly.

Thirdly, man is above all a *creative* being. Judged from many *other* standards, he is *inferior* to other animals but his gift of intelligence and creativity raises him *far* above all other forms of creation. In the religious idiom, he is superior even to the 'angels' because he enjoys the freedom to do right or wrong and this freedom confers on him a much higher responsibility and potential greatness. A cultivation of this gift of creativity amongst those, who may not themselves be creative, is an essential condition for ensuring progressive and civilised living. An Einstein or a Gandhi, who has this gift in some field of his own, is more significant for mankind than a million of humdrum individuals. This involves the cultivation of high respect for individuals—even in this age of large-scale organisations—who can dissent with the majority

courageously, when necessary. The mass can never compensate for the quality and the uniqueness that belong to the individual. He deprecated the idea of the "organisation man" who oils his way through life and hides his real opinions and convictions so as to be on the right side of men in authority.

Creativity

He pointed out that "creativity" was discouraged or feared by many people because it threatened vested interests and institutions. But a tame acceptance of what *is* as right and a fear of the unknown are serious impediments in the way of progress and man's self-fulfilment. In this growing and expanding world, man must not only go on perfecting his tools of activity but also refining and defining his purposes more perceptively and comprehensively. For this purpose, it is necessary that the new and incredible resources of *power* that he has obtained through science and technology should be wedded to *vision*. Otherwise, it will become the undoing not only of our culture and civilisation but of human life on earth. When man's life becomes dedicated to great purposes in which his whole work and passion are embedded—in art, science, literature, social sciences, etc.—'then this little rivulet becomes part of the great ocean of life and this mortal puts on immortality and even death ceases to have any terrors for him.'

Development of Asian Education

A programme to help educational administrators in Asia to meet the educational needs of their countries in such a way as to assist economic growth has been published recently by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

An Asian Model of Educational Development: perspectives for 1965-80 was prepared at the request of the Ministers of Education of Asian member States of UNESCO who met in Tokyo recently. The model was reviewed and revised—following a subsequent meeting in December 1965.

The Challenges facing Asian educational planners in the next 15 years are formidable: a population of over 1,350 million people by 1980 (excluding mainland China) of which 513 million will be in the 6-21 year bracket. Taking into account the resources expected to be available, the study illustrates that total education costs will rise in the period from $9,400 million by 1980, representing an average annual rate of increase of 7.5 per cent.

The aim of the document is threefold: first, it is an attempt to visualize in quantitative terms the prospects of educational development in Asia until 1980 taking into account the past and present situation.

It is designed to illustrate the inter-relationship of some of the main factors involved in educational development and to show how they may be viewed in different combinations.

Thirdly, it seeks to draw attention to some of the important implications for educational development that become evident when specific data are examined systematically and quantitatively as has been done in the Model.

Conference of C'wealth Scientists

Some 80 scientists, including three from India, are taking part in the first conference for Commonwealth scientists to be organized by the Royal Society.

The five-day conference, which opened at Merton College, Oxford, recently is being attended by 41 British scientists. The remaining delegates represent other Commonwealth countries.

Subject being discussed include Commonwealth co-operation in scientific research projects; the Royal Society and the Commonwealth problems of aid and universities; and scientific education.

The British delegation is being led by Prof. P. M. S. Blackett, President of the Royal Society.

A decision was expected to be taken during the conference on the holding of annual or biennial Commonwealth scientific conferences.

The Royal Society, founded in 1660, occupies a unique place in Britain's scientific affairs, and corresponds to national academics of science in other countries. Election to it is regarded by scientists as a high honour.

———

Steps to Revitalise Education System

An all-India Seminar on the "Major Problems of Indian Education-in Historical Perspective" was held at Chandigarh from March 6 to 11. This was organized by the Department of Foundations of Education, a research centre under the National Council of Educational Research and Training. Four vital problems of Indian education were discussed by scholars from different discipline. The Seminarians dividing themselves into four Committees made the following recommendations:

Patronage

An opinion survey should be made about existing relations between the Centre and State and local authorities in the management of education at all levels.

A Model-Grant-in-aid Code on the lines of the proposed model Act for Universities should be framed.

More attempts should be made to co-ordinate different departments of the Government like PWD, Transport, Health, etc, with the Ministry of Education for the promotion of education.

Private institutions even when not receiving financial aid from the Government should have on their managing committees Government representatives to counterbalance vested interests.

Even under the State control of education there should be autonomy in the matter of day-to-day running of the institutions.

The following measures should be taken to get over the inspectorial inefficiency:

(*i*) Introduction of inspectorial methods on the line of the system prevalent in the United Kingdom where there is enough scope for check and balance among different inspectorial works.

(*ii*) Regular follow-up activities of the report of inspection.

Financial aid should be extended to all kinds of institutions denominational or otherwise, if they discharge educational activities satisfactorily.

Religion

Religion is a complex subject and is beyond the comprehension of an immature mind. In practice it creates numerous difficulties. It is, therefore, felt by the committee that the teaching of religion at school level, when the child's mind in not mature enough, is not practicable. A course in comparative study of religion may be introduced at the University level.

At the school level, instructions in social ethics and moral values of life may be imparted. These values may not be taken as a subject to be taught, but steps should be taken to make them a part of the everyday life of students. Effort may be made to change the environment and atmosphere in the school so as to make it conducive to the development of such values in the mind and life of children. In the curriculum, biographies of great personalities belonging to all religions may be incorporated in the history or social studies textbooks along with the biographies of leaders in other fields. Emphasis should be laid on the social and ethical values they taught rather than on interpretation of their life and views.

Some method to evaluate the progress of students in this direction must be evolved. It is obvious that such evaluation cannot be made mechanically, and that this progress, which is bound to be a subtle process, has to be observed in everyday life and in situations from time to time. However, some tools and techniques of evaluation can be evolved with the help of experts.

The need for training teachers towards this end cannot be overstated. As the teaching profession has not so far been able to attract the best elements from society, the problem claims the most urgent attention at all levels.

Particular emphasis should be laid on teachers trying to encourage students to start a dialogue with them rather than accepting mere authority or dogma.

Social Restrictions

Social discrimination must be done away with in all its forms in so far as it is institutional.

Education must increasingly be made available to all sections of society.

Constitutional protection for culturally backward sections must continue for some period.

Women should be admitted to all branches of education according to natural inclination.

While tradition is discontinued in education, the individual should not be hurt in any way by such di:inheritance.

Re-evaluation of policy

Constant review and re-evaluation of educational policy must be undertaken to see that social discrimination in education is not practised.

Research must be undertaken to see how other countries have done away with the social discrimination at similar stages of development.

Social discrimination should be defined on economics, political, cultural and other criteria rather than solely on the nature of birth or group affiliation in society.

Constant study must be continued to identify new forms of

social discrimination in education that might arise from time to time.

The Committee's viewpoint with regard to the medium of of instruction is as follows:

Elementary or primary level includes children in the 6-14 age group in the first to the eight standards. The medium of instruction at this stage should be mother tongue (or regional language) of the child. If adequate number of children who can be grouped under one mother tongue is available in one place they will have to be instructed in their tongue. However, a dialect is not regarded as a language. While the medium of instruction is the mother tongue, the official language of the union, i.e., Hindi, needs to be taught from the age of 9-10 or from 4th or 5th standard.

At the age of 11 or 12 or at the 5th or 6th standard the associate official language of the union, i.e., English, needs to be introduced. Equal weightage should be given to all the three languages in terms of time devoted for instruction, marks allotted, etc. It is obvious that since the mother-tongue is the medium of instruction it gets nurtured much more than other languages and the level of knowledge the student acquires in the mother tongue too will be high.

After the 8th standard classical languages such as Sanskrit, Persian, Arabic, etc., or any Modern European Language may be introduced as an optional language.

When a student enters the 11th standard, while the medium can continue to be the mother-tongue, teaching of one of the languages may be discontinued. to study two of the three languages.

Option

The student who enters University can opt for any of the three languages, mother tongue, Hindi or English, depending upon is aptitude and the suitablity of the language for the pursuance of the study in the given area, subject to the resources of the institution concerned.

Usually it is the third-raters who indulge in text-book writing, particularly in the Indian languages. This is due to inadequate incentive, material and nonmaterial, given to top teachers at all levels. The following suggestions are made:

Top teachers in all fields should be encouraged to write text-books in regional languages and these should be recognized as academic contributions.

The Government should set up departments to translate text-books in the regional languages and between regional languages.

Competent retired and experienced teachers should be encouraged to write text-books.

Publication of text-books should be the responsibility of the Central and State Governments.

A pool of national teachers may be constituted who can make their expertise available, to others.

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Correction

In the University News, March 1967 issue, a group photograph of the Vice-Chancellors of Rajasthan University appeared with the dates of their terms of office.

The correct dates are as follows and not as given in the March 1967 issue of University News :—

Dr. G. S. Mahajani (First Vice-Chancellor) Nov. 1, 1947 to June 30, 1953; Prof. G. C. Chatterji Nov. 1, 1953 to Oct. 31, 1959; Dr. M. S. Mehta Jan. 4, 1960 to Jan. 3, 1966; Prof. M.V. Mathur, Jan. 4, 1966 (continuing).

Each of the three previous Vice-Chancellors had completed two terms of three years, each except Dr. Mahajani, whose second term fell short of four months.

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Students Role in Society

Three different schools of thoughts on the question of students' participation in active politics emerged from the deliberations of the speakers at a seminar organised by the Calcutta University Law College Students' Association in the Centenary Hall recently.

One group of speakers encouraged students' direct participation in politics, especially in India, another emphasised that career-building was their first task before taking part in politics and the third was totally against students dabbling in politics.

But the common view shared by all the three groups was that students had a decisive role to play in the society in which they lived, that they should discharge their social responsibilities faithfully for the welfare of the people. "Our society", they maintained, "demands many thing" from these "would-be leaders" of the country, who by their character and integrity must educate themselves to be worthy of the society's cause."

Plastic, Rubber Course

The proposal of the Department of Applied Chemistry, Calcutta University, for setting a three-year degree course in Plastic and Rubber Technology has received the sanction of the University Grants Commission.

The Commission would bear 50 per cent of the total cost,—both recurring and non-recurring for five years only.

The estimated total cost for the initial five years is Rs. 3.5 lakhs. The number of students to be admitted is 30 only.

SUMMER INSTITUTES

The institute programme provides professional opportunities by bringing the teachers to a university campus for six weeks of intensive study under top-ranking Indian professors and consultation with leading American scientists and engineers.

The teacher-students learn the latest methods of instruction and how to use new laboratory techniques and teaching aids. They read the newest and best textbooks.

New Equipment

After the teachers return to their own colleges, these textbooks, together with new laboratory equipment or instructions on how to build such equipment and some teaching aids, are provided as part of a "follow-up" effort.

This year, equipment and textbooks will be obtained with the aid of $ 3.5 million from the United States Government's recent education loan to India of £ 12 million (Rs. 9 crores).

This educational programme is being sponsored by the National Council of Educational Research and Training, the University Grants Commission, and the Association of Principals of Technical Institutions.

American collaboration is provided by the United States National Science Foundation under contract with the U.S. Agency for International Development (USAID). The institute directors are Indians. The Americans help by contributing the experience they gained in similar science or engineering teaching in the United States.

New Life

Starting in 1963 with four institutes and 154 Indian teacher participants-all from secondary schools—the programme has grown year to year. In the coming spring and summer there will be 61 institutes for teachers of high schools, higher secondary schools, pre-university courses, and intermediate colleges; 56 institutes for university teachers; 13 for engineering-college teachers; and 12 for polytechnic teachers.

The refresher-training institutes—often called the "Summer Science Institutes"— have helped teachers put new life into the schools' science instruction, and have effectively spread the recommendations of India's Education Commission.

UNESCO TEAM IN INDIA

A four-member UNESCO mission has arrived in India to evaluate the work of the centres of advanced study in Indian universities which are assisted by UNESCO under the U. N. technical assistance programme.

The mission will submit a report to the Director-General of UNESCO including recommendations and suggestions regarding the establishment of direct links between the centres of advanced study in India and corresponding scientific institutions in the USSR.

POLISH SCIENTISTS' VISIT

Two Polish scientists are now on a four-week tour of India, at the invitation of the Council of Scientific and Industrial Research (CSIR).

Dr. Z. Lutosbawski, of the Co-Committee for Science and Technique, Warsaw, said he had visited scientific institutions, and factories in Calcutta, Durgapur, Jamshedpur and Ranchi, and was greatly impressed by the work being done at those places in the field of scientific research.

The other scientists, Dr Jan Dubik, Director of the Institute of Inorganic Chemistry, Glivice, had visited institutes and factories in Assam. He plans to visit the Electro Chemical Institute at Karaikudi.

Commonwealth Scholarships

Of the Commonwealth scholarships awarded by Britain in 1966, the biggest number again went to India. In that year 38 Indian scholars took up awards in Britain.

This is stated in the seventh annual report, for the year ended September 30, 1966, of the Commonwealth Scholarship Commission published in London recently.

A record 564 students are now studying in Britain under the Commonwealth Scholarship and Fellowship Plan, and new medical fellowships being granted should increase the number to more than 600, says the report. They compare with the 510 scholars studying under the plan in the preceding academic year, when, in addition, 40 medical fellows received awards.

Thirty-five countries sent scholars during the year. Apart from India, other courtries sending large numbers of scholars were Australia (35), Canada (33) and Pakistan (20).

The scholars are distributed among 37 universities and colleges in Britain. Some have secured place in the new technological universities.

Their studies cover a wide field, ranging from forestry to Islamic law.

More medical awards are being given, and this expansion will continue since the Commission has assumed responsibility for 100 new awards specifically for advanced training in medical and allied fields. This decision resulted from the Commonwealth Medical Conference held in Edinburgh in 1965.

Most of these new awards are intended for medical and dental teachers who have already obtained a post-graduate qualification. Some 50 medical scholars seeking their-first post-graduate qualification are already provided for under existing arrangements.

Campus News

Bangalore University will, from the next academic year, start a five-year degree course in Architecture and a one-year Master's courses in Education and Sanskrit.

While the Architecture classes will be temporarily held in the University College of Engineering, the M. Ed. classes will be conducted in one of the teachers' training colleges.

The University proposes to appoint a Dean of Students who would be in charge of student welfare co-ordination of Students' Council activities and the University hostels. The budget provides for a sum of Rs. 10,000 to the Students' Council and expects a matching contribution from the constituent colleges.

Expansion of the University library at a cost of Rs. 7 lakhs is another proposal which the Senate approved.

The University has a proposal to conduct orientation courses for its teachers in the methodology of teaching English to PUC students. For this purpose, the University is organising a summer course for its English teachers from May 1 to June 15, 1961 which will be conducted by Mr. Nuttel, a British expert.

The University has decided to start a post-graduate diploma course in Indology.

The University has approved the institution of teaching posts in the branches of Architecture, Civil Engineering, Mechanical Engineering, Electrical Engineeering and Applied Mechanics under the schames for the introduction of the five-year integrated courses and for the further development of the engineering departments in the University College of Engineering.

Nagpur University proposes to conduct a 'Vacation Course' for the Diploma in Teaching of English from this summer vacation. The entire course will be completed in two summer vacations of 6 to 7 weeks' duration each year with about 160 lectures (spread over 40 days) and 40 practicals. The examination will be held at the end of the second vacation course.

The course is open for teachers of English in the affiliated Colleges and the candidates admitted to the course will be required to pay the tuition fee of Rs. 75/- per session.

Banaras Hindu University has undertaken two research projects with the support of two United States Government Grants totalling Rs. 599,432.

The Department of Botany will undertake studies intended to reveal the relationship between photosynthesis—the creation of starch through solar energy—and nitrogen fixation in a simple water plant called blue-green algae. The work will be supported by a US Agricultural Research Service (ARS) grant of Rs. 343,080.

The other study will include the collection throughout northern and central India of specimens of a group of fungi called discomycetes. The ARS supporting grant will be Rs. 216,352.

By gathering nitrogen from the air nitrogen fixing plants often add to soil fertility. Fungi, too, sometimes increase the fertility of soils in which they flourish. Additional information is particularly needed on the distribution in India of particular fungi organisms. Thus the study of fungi would bring both long-term and short-term benefits. Among the latter might be knowledge that would help in reducing plant diseases and increasing soil fertility.

Madras University: Colleges affiliated to the Madras University will start separate sections for Tamil medium B'A. degree courses in humanities. The Madras University has approved the proposal of the State Government in this connection.

Instruction through Tamil medium in colleges was introduced in 1960 as an experimental measure in the Government Arts College, Coimbatore. Attempts to extend it to other colleges failed as it was stated that students were not attracted to this course.

The Government is on the lookout for suitable incentives to persuade students to take up Tamil medium courses. In pursuance of this, it is examining possiblities of employment opportunities in Government departments to Tamil medium graduates.

Osmania University: The Indian Council of Agricultural Research has recognised the Department of Genetics of the University, as an advanced centre for research in genetics. It has provided a grant of Rs. 5 lakhs to strengthen the staff and facilities for which the Department has been receiving help from the U.G.C. The Department of Genetics was set up only recently and Osmania University is the only university in India to have such separate Department. The Department conducts post-graduate courses: a two-year course in genetics and a one-year course in Radiation Biology

Several schemes sponsored by the Department of Atomic Energy and the Indian Council of Agricultural Research have been under operation for the past five years in the erstwhile Radiological Research Unit, now grown into a separate Department of Genetics. A modern radioisotope laboratory forms one of the sections.



The Chancellor of the University of Delhi, Dr, Zakir Husain conferring the Honorary Degree of Doctor of Laws (LL.D.) on His Excellency U. Thant, Secretary-General of the United Nations Organisation, at a special convocation held in the University on April 13, 1967.

The Academic Council has authorised the Vice-Chancellor to appoint a committee to exaamine the existing convocation procedure.

Punjab Agricultural University is now planning exchange of scientific data and knowledge between the research scientists of the University and the Ohio State University of the U.S.A. The University authorities have reached an understanding with the Ohio State University authorities and some of the best scientists will now be coming to the University on visits ranging from two to three months' duration to guide the research departments for taking up advanced work. It is likely that scientists of Punjab University would visit U.S.A. and will watch the work being done by agricultural scientists in their respective fields of work so that they could acquaint themselves with the latest developments taking place abroad.

The Extension Education Department of the University recently organised two Kisan Melas one at Ludhiana Campus and the other at Hissar Campus. An exhibition of faming machinery was also held.

Poona University, has decided to restrict admissions for post-graduate courses to only such students as had passsed their first degree examination in the second class and above. This will come into effect from the next academic year.

Indore University took charge of two local government colleges—Government Arts and Commerce College and Government Holkar Science College—in accordance with the decision of the State Government.

The University proposes to introduce a new certificate course in Russian Language from the next academic session.

The University is considering a proposal to introduce another Certificate course in Sanskrit Language.

A new degree course in Military Science was introduced by the university as a regular subject in the Government Degree College at Mhow earlier.

Jiwaji University recently set up a tribunal consisting of the Vice-Chancellor, a nominee of the Chancellor and a representative of the Executive Council, on a representation made by a college teacher on the termination of his services without sufficient reason. Such a provision has resulted in one management comprosmising with the affected teacher and reinstating him in his post.

The University propose to publish an orientation booklet, "Meet Your University", which is intended to help students to adjust themselves to their new life in the University or College. The booklet will be sold to all fresh-men at a subsidised price of 25 paise.

The university has also initiated a scheme to encourage its teachers to develop their personal libraries by offering them a subsidy equal to what they spent on books This scheme has evoked an enthusiastic response.

Delhi University proposes to introduce a four-year B.Sc. (Honours) course in Home Science from next academic session. Another course introduced is M.A. (Education).

For the teachers of higher secondary schools, the University will introduce two Courses—diploma course in science and one-year diploma course in Mathematics. Those teachers who qualify will be entitled to post-graduate grades.

From the next academic year the university proposes to introduce Chinese, Swahili and Arabic as subsidiary subjects for B.A. (Pass) and B.A. (Honours) course in History, Economics, Political Science, Sociology and Human Geography.

The Science faculty has decided to start science classes in the evening. According to the faculty, this will be in experiment confined to only one course, (B.Sc. General A Group).

Colleges for Professional

1950—51 to

Item	1950—51			1955—56		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1. Number of Colleges	191	17	208	322	24	346
2. Enrolment by type of Institutions ..	49,988	4,162	54,150	85,512	8,386	93,898
3. Enrolment by courses	85,595	4,668	90,263	1,39,776	9,218	1,48,994
4. Number of teachers	4,567	334	4,901	8,017	666	8,683
5. Pupil teacher ratio	..		11		..	11
6. Expenditure by sources (Rs. in 000's)						
Government Funds	2,82,71 (71·3)	18,12 (72·0)	3,00,83 (71·3)	4,42,90 (77·3)	28,40 (73·4)	4,71,30 (77·1)
Local Board Funds	2,51 (0·6)	4 (0·2)	2,55 (0·6)	6,31 (0·6)	.. (0·2)	6,39 (0·7)
Fees	85,50 (21·5)	2,08 (8·2)	87,58 (20·8)	1,60,17 (16·7)	3,06 (7·9)	1,63,23 (16·3)
Other Sources	26,04 (6·6)	4,94 (19·6)	30,98 (7·3)	52,02 (5·4)	7,15 (18·5)	59,17 (5·9)
Total	3,96,76 (100·0)	25,18 (100·0)	4,21,94 (100·0)	6,41,40 (100·0)	38,69 (100·0)	70,00,09 (100·0)
7. Expenditure on salaries of teachers (Rs. in 000's)	..	..	1,93,49	..	..	3,35,22
8. % of Ex. on salaries of teachers to total Exp.	..	..	(45·9)	..	..	(33·5)
9. Average annual salary per teacher (Rs.)	..	..	3,948.0	..	..	3,860.6
10. Average annual cost per pupil (Rs.)	..	..	779·2	..	..	1,065·1

Education

65 – 66

1956-57			1960-61			1961-62			1965-66		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
8	9	10	11	12	13	14	15	16	17	18	19
365	34	399	755	97	852	855	106	961	1,200	150	1,350
96,703	10,469	1,07,172	1,66,831	27,460	1,94,291	1,92,777	32,251	2,25,028	2,48,000	52,000	3,00,000
1,271	11,193	1,61,464	2,38,987	26,124	2,65,111	2,66,630	29,841	2,96,472	3,70,000	50,000	4,20,000
8,863	812	9,675	16,049	1,865	17,914	18,019	1,915	19,934	24,550	2,750	27,300
..	..	11	..	..	11	..	..	11	..	..	11
4,91,49 (66·3)	31,45 (83·6)	5,22,94 (67·1)	10,61,92 (70·3)	55,41 (79·0)	11,17,83 (70·7)	12,92,93 (72·5)	66,81 (80·3)	13,59,74 (72·9)			
6,78 (0·9)	..	6,78 (0·9)	15,49 (1·0)	— —	15,49 (1·0)	14,21 (0·8)	— —	14,21 (0·8)			
1,77,96 (24·0)	2,61 (6·9)	1,80,57 (23·2)	3,25,65 (21·6)	5,43 (7·7)	3,31,08 (20·9)	3,61,76 (20·3)	5,77 (6·9)	3,67,53 (19·7)			
65,11 (8·8)	3,54 (9·5)	68,65 (8·8)	1,07,21 (7·1)	9,30 (13·3)	1,16,51 (7·4)	1,13,31 (6·4)	10,63 (12·8)	1,23,94 (6·6)			
7,41,34 (100·0)	37,60 (100·0)	7,78,94 (100·0)	15,10,27 (100·0)	70,14 (100·0)	15,80,41 (100·0)	17,82,21 (100·0)	83,21 (100·0)	18,65,42 (100·0)	33,20,00 (100·0)	1,80,00 (100·0)	35,00,00 (100·0)
		3,69,35			7,58,93			8,89,47			17,50,00
		(147·4)			(48·0)			47.7			(50·0)
		3,817,6			4,236,5			4,352.5			6,410·3
		726·48			813·4			828.5			1,166·7

HIGHER EDUCATION IN PARLIAMENT

Facilities for study of Commerce as one of the subjects in B.A. (Pass Course exist for working people in the Evening Sections of four colleges affiliated to Delhi University. The University also proposes to introduce B. Com., which is an Honours Course, in these colleges, said Union Education Minister, Dr. Triguna Sen, replying to quetions on higher education in Parliament.

Provision for post-gtaduate teaching in Commerce exists for working people in the University's Institute of Post Graduate (Evening) Studies and also in its Department of Business Management and Industrial Administration.

The facilities being provided by the University of Delhi within its available resources are considered fairly adequate even though it may not be possible to ensure admission to every eligible student.

Indo-Czech cultural programme. The Cultural Exchange Programme envisages-exchanges and cooperation in the fields of Education, science and technology, art and culture, social welfare, health, radio, films and television etc. through visits of experts, scholars, recsearch students, artists, art exhibition, performing troupes, grant of scholarships, exchange of publications, radio programmes, scientific publications and specimens, etc.

Neolithic Settlements: In the exploration conducted in 1962, in the terrain of Kalimpong, a mumber of neolithic celts were found. In September, 1966, the State Directorate of Archaeology, undertook an exploration in Darjeeling District, and found, among other things, a chipped neolithic handaxe. The discovery of neolithic implements in this area is not the first of its kind. However, detailed information has been called for from the State Government to determine the archaeological potentialities of the sites.

Water Resources: The National Geophysical Research Institute, Hyderabad, has made a few Resistivity Meters for their geophysical field investigation. The instruments provide information about the electrical properties of subsurface strata. Under favourable conditions, this information can be interpreted in terms of the nature and extent of underground water.

College and University Teachers: The scales of pay recommended by the Education Commission for college and university teachers are the same as those recommended by the UGC and sanctioned by the Government of India. So far, the Governments of West Bengal, Assam, Uttar Pardesh, Andhra Pradesh, Madras, Kerala, Maharashtra, Jammu & Kashmir have communicated their acceptance of the scales in principle and have furnished detailed proposals to implement them, either for college teachers or both for university and college teachers. The proposals from the Government of West Bengal, Assam and U.P. have been accepted by the Central Government. The proposals from the Governments of Andhra Pradesh, Madras, Kerala, Maarashtra, and Jammu & Kashhmir are under examination. The reactions to the other State Governments are awaited.

Education Commission Report Steps are being taken to implement the report quickly. A conference of the State Education Ministers was convened at New Delhi on April 28-29, 1967, to discuss the recommendations of the Commission and to decide upon an immediate programme of action. Before that, the Union Education Minister paid a visit to a few States for individual consultation. A Committee of Members of Parliament set up to discuss the recommendations of Commission have so far held two sittings.

The report is proposed to be placed before Parliament for discussion during the next session. In the light of the comments given by the State Governments and the discussion in Parliament, decisions on the main recommendations will be taken and the implementation will start, to the extent financial resources permit, during 1967-68 itself. This programme is expected to be expanded from 1968-69.

"The Government of India is seeking for, and feels confident that it will get, the full cooperation of the State Governments in this matter.

Sports Events: Government do not have any direct control or supervision over sports meets held in India in which foreign teams participate. Government's permission is, however, necessary for inviting foreign teams. In order to assist the develpment of Sports in the Country, financial assistance is rendered by Government in deserving cases involving certain accounts and audit control. The responsibility for organising in a befithing manner sports events in India in which foreign teams participate, however, rests with the National Sports Federations concerned which are autonomous organisations.

Health Service Scheme: "A Committee of the University Grants Commission has worked out a scheme of Health Service for students and staff in the universities and colleges. The thinking of the University Grants Commission is that the Scheme may be started initially in those universities where the required facilities can be had from medical colleges forming part of or located near the universitie:. The question of implementation of the Scheme is under consideration."

Text-books: "The National Council of Educational Research Training has undertaken a big programme of text-books producd for all stages of school education. The text-books produced under this programme are offered to the States for adoption or adaptation."

For Colleges and Universities, American and British textbooks and standard works are being republished in low-priced editions in cooperation with those countries.

Nuclear Explosions: Following high altitude explosions by U.S.A. and the U.S.S.R. in 1962, the National Physicsl Laboratory, New Delhi, made some studies on effects of atmospheric nuclear explosions on radio propagation phenomena. The detections were mzde with ionospheric equipment used for radio studies. Results of the researches were published in the Indian Journal of Pure & Applied Physics, 1966, Vol. 4 No. 3; pages 117 to 123 under the heading "Ionospheric Effects of Nuclear Explosions: High Altitude Explosions," a copy of which is available in the Library of the Parliament House.

Study of Science policy in India: "The main findings reported in the Study are as under:-

Creation of a machinery for collection of Research and Development data, information on research and organisational problems, its analysis and preparation of documents for the formulation of science policy and other decisions. Creation of a national policy making body and formulation of national scientific and technological policy keeping in view the social, economic and industrial programmes.

A national budget for science and technology and its channelling through a coordinating agency.

Planning for scientific research in relation to needs and requirements of economic and industriol development, and the creation of an effective link between the planning, policy-making, budgetting and implementing agencies.

Bringing together of implementing agencies within the frame work of national policy to break the departmental and compartmentalised approach to research.

Creation of reviewing and evaluation machinery on a continuous basis at the institutional, organisational and national level, to give a feed back to policy maker and the research organisation sensitive to requirements.

Creation of a national machinery to develop coordination of international collaboration to review and give aid.

Encyclopaedia in Regional Languages: Under the Scheme of Assistance to Voluntary Organisation for Promotion of Modern Indian Languages grants are given for the preparation and for publication of encyclopaedias.

All the Modern Indian Languages, other than Hindi and Sanskrit, as set out in the Eighth Schedule to the Constitution of India and other recognised languages, including tribal languages, are covered by the Scheme. The amount of grant is determined on the merits of each case and for approved items only to the extent of 50 per cent of the total approved expenditure.

Grants are given direct to Voluntary Organizations Institutions but the requests for the same have to come through the State Governments, except in the cases of organizations of all-India character where the applications may be accepted directly.

SUBSCRIPTION RATES

	INDIA	*U.S.A.*	*U.K.*
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Exchange Rules for Studies Revised

A few changes have been made in the rules governing the release of foreign exchange for students going abroad for higher studies during the academic year 1967-68.

Students wishing to take up degree courses in engineering abroad should hold a degree in engineering from any Indian university, with not less than 55 per cent marks, to be eligible for release of exchange. This rule will apply uniformly irrespective of the university or institution where admission has been secured.

Exchange will be released for taking up diploma courses in listed technical subjects by graduates and under-graduates, provided that the candidates have secured not less than 60 per cent marks in the Matriculation or any higher examination in India.

Exemption from the prescribed minimum qualifications will be granted only to those candidates who have secured admission to certain specified institutions.

The scale of exchange released to students proceeding to the U.K. and the continent has been revised to $600 a year for living expenses in addition to actual fees.

There is no other change in the current rules regarding non-technical studies.

* * *

The Serampore College which provides teaching in Theology besides the Science and Humanities Courses, under Calcutta University, is seeking, university status for conducting courses in L. Th. B.D. and D.D. in Christian Theology only.

"C. P." FOUNDATION

The C.P. Remaswami Aiyar Foundation was inaugurated in Madras recently. The object of the Foundation, which has as its president Jayachamaraja Wadiyar, Maharaja of Mysore, is to promote and develop all forms of cultural activity, more particularly the traditional and modern literature, science and fine arts.

The foundation also proposes to start a course of studies in specialised fields, including training business executives, industrial leaders and mangerial personnel.

GEOPHYSICS INSTITUTE

The Osmania University proposes to establish an Institute of Geophysics in collaboration with the Soviet Union at an estimated cost of Rs. 55 lakhs.

The proposal had been made under the agreement between the Government of India and the Soviet Union for economic and technical cooperation in the construction of industrial enterprises and other projects.

According to the proposal, the USSR will undertake to supply between 1967 and 1970 equipment worth Rs. 20 lakhs. Fellowships and services of experts will be provided at a further cost of Rs. 10 lakhs. The Union Governments contribution for building, and equipment will be about Rs. 35 lakhs.

AID TO VARSITY THEATRE

The University Grants Commission has allotted Rs. 3,50,000, of the Rs. 10 lakhs earmarked by it for the Mysore University's Golden Jubilee Celebrations Fund for construction of an open air theatre at the Manasagangothri campus here.

The total estimated cost of the theatre, which is nearing completion, is about Rs. 5,56,000.

Asian Varsities Conference

An Asian conference consisting of representatives of Universities in the entire Asian continent is expected to be held in Mysore during this year to consider measures as to how best universities can contribute to world peace.

The Mysore University Senate at its meeting has approved allocation of Rs. 20,000 in its budget for 1968-68 towards the expenditure of the conference.

THREE-YEAR LAW COURSE FOR UTKAL

Utkal University courses of study for the first Degree in Law will be of three years duration from the session beginning in July 1967, instead of two as at present, it is learnt.

The Senate also decided that private practitioners will not be allowed to take the M.D. examination unless they work as house surgeons for a minimum period of one year. Under the existing rules, a private practitioner could sit for the M. D. examination after three years' practice.

THREE-TIER SYSTEM

The Central Institute of English proposes to set up a 3-tier system of courses—the Basic Course, the Advanced Course and the Staff Internship Course. The former two will be of four months' duration each and will together replace the present diploma course. The staff internship course which will be of 12-months' duration and will replace the present system of research fellows. Admision to each tier would be contingent on a good performance in the previous course or equivalent work eleswhere.

READERS' FORUM

Has the U. S. recently advanced any loan to India for expansion of technical education ?

P. Bharadwaj, Indore

The United States Agency for International Development has authorised a $12 million loan for import of modern equipment supplies, books and teaching aids for improvement of educational institutions in India. The loan will be made available only after the agreement is signed.

Let me know the number of Ph.D. degrees awarded by Universities and Research Centres in the U.S.A. every year ?

K. John, Madras

During the academic year 1964-65 more than 16,000 Ph. D. degrees were awarded by universities and institutions of Higher education in U.S.

Is there any process in India to manufacture fertilisers from Coal ?

L.P. Khanna, Ferozepur

Central Fuel Research Institute, Jealgora, has developed a process for producing fertilisers by direct fixation of nitrogen in coal humus by a simple technique. The process consists of subjecting coal to simultaneous oxidation and ammoniation in a fluidized bed.

Can you let me know where I can study for a Masters Degree in Library Science?

P. Majumder, Calcutta.

The University of Delhi and Banaras have Masters Degree Course in Library Science.

Is there any scheme to search for oil in India's Coastal areas?

J. Jandav, Madras.

The Institute of Oceanography has planned to search for oil in the coastal areas. The scheme is pending implementation as a suitable research ship for this work has to be acquired by the National Institue of Oeeanography.

SUMMER SCHOOL FOR TEACHERS

Rajasthan University: A Summer School for College Teachers in Western Philosophy was held at the University recently. The Summer School was organised jointly by the Department of Philosophy and Department of Adult Education. Summer Schools in Chemistry, Mathematics and Zoology will also be held in the University during May and June.

A selection of German books was presented to the University recently by Hubertus Prince zu Lowenstein, a well-known historian and adviser to the German Government.

The University has decided to start a post-M.A. diploma course in South Asian Studies of one year's duration. The course will be on an inter-disciplinary basis and open to M.A.'s in Social Sciences.

The University proposes to introduce at the under-graduate level compulsory Proficiency Tests in English and Hindi in lieu of compulsory papers in these languages in the examinations in the Faculties of Arts, Science & Commerce. The marks obtained in these proficiency tests, which can be taken at the first year examination, will not be counted towards the classification of a division.

PERSONAL

U thant, U.N. Secretary General, received the honorary degree of Doctor of Laws from Chancellor of Delhi University, Dr. Zakir Hussain, at a special convocation held recently.

Dr. D. S. Reddi, Vice-Chancellor of Osmania University, has been appointed Honorary Chairman of the Central Institute of English, Hyderabad.

Dr. I. J. Patel has been appointed Vice-Chancellor of the Sardar Patel University for a further period of three years with effect from 25th April 1967.

Dr. C. S. Patel has been re-elected as the Vice-Chancellor of the M.S. University of Baroda for another period of three years with effect from 30th April 1967.

Dr. G. S. Mahajani has been re-appointed as the Vice-Chancellor of the University of Udaipur with effect from the 5th of July 1967, for the second term of five years.

Mr. T. P. Meenakashi Sunderam, Vice-Chancellor of Madurai University, left for the U.S.S.R. to deliver a series of lectures at Lumumba University, Moscow.

Dr. T. R. Seshadri, Emeritus Professor of Chemistry at Delhi University, left for the U.K. to attend the Commonwealth Scientists conference in London

Mr. G. N. Ramachandran, Dean of the Faculty of Science, Madras University, has been named Professor of Biophysics at the Univers'ty of Chicago. He is also the Director of the Centre of Advanced Study in Biophysics and Crystallorgraphy.

Book Reviews

The Politics of Mass Violence in India, S.P. Aiyar, P.C. Manaktala Ltd., Bombay, 1967 pp. 164, Price Rs. 8-50.

Apart from its quality of thinking (which because of its being written by several hands varies from excellent to average but never below average), there is one thing extremely good about it. This book represents the involvement of a set of serious intellectuals in the problems of contemporary India. The editor describes it as written in the spirit of a tract for the times. This is a spirit which is sadly lacking in our universities and it is deeply gratifying to note that the University of Bombay has a group of teachers who are concerned about these problems. What is more, they do not merely talk the thing over over a meeting of "Monday Tea" but have the ability and purposiveness to translate what they say into reality.

To take only one example. Pravin Visaria in his article 'Spotlight on Agitation' raises the following three questions :—

(*i*) Is it true that "repeated experiences have convinced the public that the Government responds only to agitations and violence" ?

(*ii*) Do the agitators or their leaders exhaust all alternative avenues of meeting their grievances before resorting to violence ?

(*iii*) Is the violence a preplanned integral part of the agitation or an accidental offshoot of the particular juxtaposition of forces ? If the latter, do the leaders acquiesce in it by ignoring or condoning the unforeseen developments ?

Obviously it is not possible to give a detailed exposition of the answers that the author gives to the issues which he has posed. This much may be said however. He tackles the issues in a well-informed and incisive manner and comes up with certain answers which may not be acceptable to all but which nevertheless indicate keen analysis and good judgement.

In his lucidly written foresord Shri P. B. Gajendragadkar, Vice-Chancellor of the University of Bombay, has sought to elucidate the problem in the context of the future of democracy. What he says is admirable. When he contributed the foreword the situation in the country was such that the problem needed to be considered in all seriousness because it looked as if the future of democracy was at stake. The recent general election however has put a new complexion upon things and in retrospect it appears as if whatever is commented upon in this book was in the nature of preliminary noises before a general election. At the same time it is iluminating in a number of ways to have the issues posed on the philosophical plane. Quite a number of articles have very good insights to offer into the complexity of the contemporary India and the book is worth reading largely because of them. The ones which I liked best are : The Anatomy of Mass Violence in India by S.P. Aiyar, The Historical Background of Mass Violence in India by Y.D. Phadke, Democracy and Constitutional Agitation by R. Srinivasan and Satyagraha and Duragraha by Usha Mehta.

Amrik Singh

United Kingdom Postgraduate Awards-1967-69; published by The Association of Commonwealth Universities; pp; 186; Price 7s.6d.

Another of the useful information literature published by the Association of Commonwealth Universities biennially, the *United Kingdom postgraduate Awards for* 1967-69 lists nearly 850 separate entries covering over 10,000 fellowships, scholarships and grants. It gives basic like value, place of tennure, eligibility etc. about the awards offered by "Universities, Government Departments and other bodies to graduates in Britain and overseas who seek financial aid to enable them to take advanced courses, or carry out research, in Britain." A special 40-page Appendix lists awards tenable abroad by graduates of U.K. Universities.

The publishers do not claim the book to be exhaustive. Truly it cannot be so for, opportunities and facilities of this nature for access to Universities are grpwing fast, with the increasing realization of its value in promoting international understanding. This "Quick-reference-book" for consultation by students, Information Officers and the academic staff of Universities and colleges is one more step taken in this business of international understanding.

M.S. Ramamurthy

Classified Advertisement

UNIVERSITY OF SAUGAR

Applications are invited so as to reach the Registrar University of Saugar, Sagar before 11th May 1967 for the posts listed below on a prescribed form to be had on requisition. Applications for prescribed form should be accompanied by a self-addressed envelope and a postal order of Rs. 5.00 as application fee.

2. Candidates already in service should send their applications through proper channel. An advance copy can, however, be sent direct. The application should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

3. Candidates selected for interview will have to come to Sagar at their own expense and bring with them their original research papers, degrees etc.

4. The age of retirement is 60 years.

5. The posts are permanent. The period of probation shall be two years from the date of joining duty. This period of probation may, however, be extended by such further period as the Executive Council may deem fit but the total period of probation shall, in no case exceed three years. Service during the probationary period may be terminated, without notice and without assigning any reason.

PAY-SCALE.

6. **Assistant professors** : Rs. 400—30—640—40—800 with benefit of Provident Fund admissible under rules. Higher starting salary in the prescribed scale may be given to exceptionally qualified and experienced Candidates.

7. **Qualifications—essential**

Assistanf Professors : (*i*) A first class Master's or an equivalent degree in the subject recognised for the purpose by the University, *OR* A second class Master's or an equivalent degree in the subject recognised by the University with at least two years teaching experinece of post-graduate class preferably at a University or with recognised research work.

(*ii*) He must be able to teach in Hindi.

8. **POSTS**

Department of Chemistry. The **Two posts of Assistant Professors** (one permanent and the other likely to be permanent.)

Special Qualifications: The candidates must have passed M.Sc. in Chemistry with theory papers and not thesis. Candidates with a first class academic career will be preferred.

Department of Physics.

(*i*) **One post of Assistant Professor** (Permanent)

Special Qualifications : Specialisation in **one** of the following branches—

Solid state Physics, X-Rays, Spectroscopy, or gaseous electronics (Plasma Physics).

Department of Mathematics *Q* Statistics.

(*i*) **One post of Assistant professors (Permament)**

Special Qualifications: With speci lisation in the theory of functions of a-real variable and Hydro-mechanics. a Candidates possessing Ph. D. degree will be given preference. Preference will be given to those who have teaching experience in the University.

Department of Economics.

(*i*) **One post of Assistant professor** (Permanent).

Specialisation : Mathematical Economics or Industrial Economics and/or Agricultural Economics.

Preferential Qualifications: Ph. D. in Industrial: Agricultural Economics and Teaching experience of these papers.

University of Poona

Applications are invited for the posts (*i*) Lecturer in Mathematics and (*ii*) Temporary Lecturer in Statistics in the scale of Rs. 400—30—640—40—800 plus allowances admissible. This scale is likely to be revised during the Fourth Five year Plan period. Detailed information regarding the minimum qualifications, age limits, etc. will be supplied along with prescribed application form, on receipt of a self-addressed envelope (23 cms. x 10 cms.) bearing postal stamps worth Re. 0·45 ps. to cover the postage. The applications must reach the University Office not later than Wednesday, 10th May 1967.

W. H. Golay
Registrar

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the following posts :—

1. Reader in Commerce	One Rs. 700—50—1250.
2. Lecturer in Economics	One Rs. 400—40—800—50—950
3. Teaching Assistant in the Department of Business Management & Industrial Administraiton.	One Rs. 300—25—350
4. Research Fellow in Urdu	One Rs. 200/-p.m. fixed without any allowances.

Dearness, City Compensatory and House Rent Allowances and Provident Fund benefits admissible according to the University rules in force fromt ime to time.

The appointment of the Research Fellow in Urdu will normally be for a period of two years with possibility of extension for the third year

Qualifications

(*a*) **For Readership in Commerce:**

"Good academic record with first or high second class Master's Degree in the subject with a Doctor's Degree or equivalent published work.'

Independent published work in addition to the published work mentioned above) with at least 5 years teaching experience in Honours/Post-Graduate Classes is essential.

Specialisation in Management Specialisation in Management Principles and/or Management Accounting will be essential. Ability to take tutorials in M. Com. Statistics is desirable.

(*b*) **For Lectureship in Economics.**

"Good academic record with first or high second class Master's Degree in Economics. Evidence of published work /advanced studies or experience of teaching degree classes for not less than two years."

Ability to lecture on Public Finance will be desirable.

(*c*) **For Teaching Assistant :**

"Good academic record with first or high second class Master's Degree

in Psyhology or Sociology, Business Administration or a recognised Post-Graduate Diplomas in Business Management or Industrial Management".

(*d*) **For Research Fellowship in Urdu :**

"Good academic record with first or high second class Master's Degree in Urdu and evidence of aptitude for research."

The prescribed application farms may be had from the Registrar's Office either personally or by sending a self-addressed envelope and stamps worth Rs. 0·70 Pasa to cover postage.

Applications on the prescribed form (for the post of Research Fellow in Urdu, on plain paper stating full details of educational career, previous experience, research work, publications and date of birth etc.) along with the attested copies of the degrees should reach the Registrar, University of Delhi, Delhi-7, not later than 20th May, 1967.

The selected candidates will be required to produce the documents in original relating, to their qualifications and experience etc. before the offer is made to them.

NOTE : Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form or on by on behalf of the candidate will disqualify.

Bangalore University

Application are invited from qualified candidates for Research Assistantships in the following Departments. Number of Research Assistantships, vary from two to five.

Department:

1. Einglish.
2. Kannada.
3. History.
4. Economics.
5. Sociology.
6. Physics.
7. Chemistry.
8. Botany
9. Zoology.
10. Mathematics.
11. Geology.

Scale of pay: Rs. 250—25—450

Qualifications:

A first or second class Master's Degree in the subject. Those who have appeared for M.A. or M.Sc., this year and expect to pass in I or II class may also apply. The Resehrch As istants working in the Departments now are also eligible to apply.

Ages: Candidates must be below 30 years of age as on 1.7.1967.

Duation: The Research Assistantship is tenable for a period of one year in the first instance. The award is renewable in cases where the work and progress are satisfactory.

The Research Assistants are expected to do teaching and Laboratory work assigned to them in addition to their research work.

The Research Assistants will not be permitted to accept any other emoluments, scholarships, or stipends from any other source except with the permission of the University. They will also not be permitted to resign their Assistantships in the middle of the Academic Year.

The prescribed application forms can be obtained on payment of Rs. 2/- in cash, or by M.O. or by crossed postal order payable to the Registrar, Bangalore University, Bangalore, and candidates in service of Government, Quasi Government or Aided institutions, or Universities should forward their applications through their employers. No application from any such candidate will be considered unless it is forwarded through proper channel.

Canvassing direct or indirect will disqualify the candidate.

Last date for receipt of completed applications in 6 seats by the Registrar, Bangalore University is 1*st June*, 1967.

Requisitions for the forms of applications should be made to the Registrar, Bangalore University, Bangalore, accompained by a self addressed envelope of the size of 44"X9" duly stamped with postage stamps of the value of 0.25 P.

P. MALLIKARJUHAPPA

Registrar.

OSMANIA UNIVERSITY

Applications on the prescribed form, together with the registration fee of Rs. 5/- are invited for the following posts in the University Service, so as to reach the undersigned on or before 26th May 1967:—

A—FACULTIES OF ARTS, COMMERCE SCIENCE AND TECHNOLOGY

1. **Professors**

Business Management -1; Geography -1; Industrial Administration (Post sanctioned for a period of 5 years in the first instance)-1.

2. **Readers**

Chemical Engineering -1; Fine Chemicals & Pharmaceuticals -1.

3. **Lecturers/Junior Lecturers**

(*i*) *Clear vacancies*: Business Management (Lecturer only) -1; Commerce -2; Economics -2; English -4; French -1; German -1; Philosophy -1; Urdu -1; Botany -1; Chemistry -1; Mathematics -1; Physics -1.

(*ii*) *Purely temporary vacancies* Commerce -1; English -7; History -1; Political Science -3; Botany-3; Chemistry -6; Mathematics -4; Physics -4; Statistics -2; Zoology -3.

4. **Professors**

Civil Engineering -1; Mechanical Engineering -1.

5. **Readers:**

Civil Engineering -1 (temporary); Electrical Engineering -1; Electronics & Communication Engineering -2 (clear : 1; temproary: 1); Mechanical Engineering -1.

Note:—The temporary posts are likely to be made permanent.

6. **Lecturers:**

Civil Engineering -1; Electrical Engineering -1; Electronics & Communication Engineering -3; Mechanical Engineering -6 (clear : 2; temporary :4).

7. **Associate Lecturers**

Civil Engineering -6 (clear : 3; temporary : 3); Electrical Engineering -8 (clear : 5; temporary : 3); Electronc & Communication Engineering -3; Mechanical Engineering -6.

Note:—The temporry poste are likely to be made permanent.

8. **University Library:**

Librarian-1.

QUALIFICATIONS

1. **For the Faculties of Arts, Commerce, Science Q Technology**

Professors: Research Degree of a Doctorate standard with 8 years of teaching experience inclusive of Post-graduate teaching.

2. For the Faculty of Engineering:

Professors: Post - Graduate degre in the concerned subjecet with 10 years of teaching experience inclusive of Post -graduate teaching.

Full particulars regarding qualifications, experience, age, specialization, scale of pay etc. and the application forms can be had from the Director, Department of Publication & University Press, Osmania University, Hyderabad-7, on payment of Rs. 2/- in person, or by Money Order, or by Postal Ordder uncrossed, together with the postal charges of 20 Paise, made payable to)the Director If the Fom etc. is required by Registered Post, postal charges of Re. 1/- must be sent.

(Sd.) L.B. DESHPANDE
Registrar

MARATHWADA UNIVERSITY

Applications are invited for the post of Statistician in the pay scale of Rs. 250—101—400 plus other allowances admissible under the rules of the University, so as to reach the undersigned on or before *May* 20, 1967. Appointment of the candidate will be for a period of one year, in the first instance, but it is likely to be continued till the end of the Fourth Five-Year Plan period. The continuance of the appointment after the Fourth Five-Year Plan will depend upon the assistance to be received from University Grants Commission.

Applicants should possess a B. Com. or M.A. Degree of a statutory University with Statistics as his optional subject and should have office experience of at least for three years. The candidate should not be below the age of 20 years and above 35 years as on May 10, 1967.

The candidates who are already in service should apply through proper channel.

M.B. CHITINS
Registrar.

UNIVERSITY OF BARODA

Applications are invited for the following posts in this University:

1. Professor of Mathematics:

Qualifications: (*i*) A first of second class Master's degree in the subject, of an Indian University or an equivalent qualification of a foreign University,

(*ii*) Either a research degree of a doctorate standard or published work of high standard

(*iii*) Teaching experience at a University or a College for about 10 years.

Desirable: Persons having experience of Teaching Applied Mathematics in one or more subjects such as Theory of Fields, Quantum Mechanics, Electricity, Heat Transfer, Hydrodynamics will be preferred.

2. Reader in Mathematics:

Qualifications: (*i*) A first or second class Master's degree in the subject, of an Indian Univerity or an equivalent qualification of a foreign University.

(*ii*) Either a research degree of a doctorate standard or published work of high standard

(*iii*) At least five year's experience of teaching under-graduate classes in Mathematics.

Desirable: Preference will be given to candidate who has specialised in one or more subjects such as Theory of Fields. Quantum Mechanics, Electricity, Heat Transfer, Hydrodynamics and Fluid Mechanics.

3. Reader in Physics:

Qualifications: (*i*) A first or seond class Master's degree in Physics of an Indian University or an equivalent qualification on a foreign University,

(*ii*) either a research degree of Doctorate standard or published work of high standard

(*iii*) Teaching experience at a University or a College for about 5 years.

Desirable: Preference will be given o candidate who has specialised in one or more subjects such as (1) Plasma Physics, (2) Electro-magnetics, (3) Solid State Physics.

4. Reader in Chemistry:

Qualifications: A first or second class Master's degree in Chemistry of an Indian University or an equivalent qualifications of a foreign University

(*ii*) Either a research degree of doctorate standard or published work high standard,

(*iii*) Teaching experience at a University or a College for about 5 years.

5. Reader and Head of the Civil Engineering Department:

Qualifications: A first of second class Bachelor's degree in Civil Engineering of the recognised Indian University or an equivalent qualification of a foreign University with about seven years experience in any of the fields viz. Surveying, Buildings, Roads, Hydraulics, Irrigation. Public Health Engineering etc. including at least 3 years' teaching experience in Institutions conducting Diploma courses in Civil Engineering in at least two distinct branches out of the above-stated ones. Corporate membership of the Institution of Engineers (India) and experience in guiding and /or teaching the Diploma passed students for appearing at Section A & B Examinations of the Institution of Engineers (India) will be preferable. A first or second class post-graduate Degree or Diploma in Building construction or Highways or Hydraulics and Irrigation or Public Health Engineering of a recognised Indian University or an equivalent qualification of a foreign University will be an addition qualification.

FACULTY OF ARTS

6. Professor of Political Science:

Qualificatiohs: (1) A first or second class Master's degree of an Indian University or an equivalent qualification of a foreign University in Politcal Science, (ii) Either a Research Degree of a Doctorate standard or published work of high standard, (iii) About ten years experience of teaching at a University or College, experience of guiding students for research for the Ph. D. and experience of directing Departmental Research Projects.

GENERAL INSTRUCTION

Grades: (i) Professor: Rs. 1000-50-1500. (2) Reader: Rs. 700-40-1100 (3). Reader and Head of the Civil Engineering Department: Rs. 600-40-1000. D.A. for post No. 5 only. A suitable higher start may be contidered for cahdates with higher qualifications and experienee. Candidates already in imployment should apply through their present employers with an advance copy on plain paper with other 5 copies in the prescribed froms. Candidates if called for interview will have to come at their own expenses. Incomplete applications, those on plain papers and those received late will not be considered. Applications on prescribed forms available from the Registrar's Office, on receipt of a Crossed Postal Order of Rs. 5=00 should reach the Registrar, M. S. University of Baroda, Baroda-2 on or before the 20the May, 1967.

B. K. Zutshi
University Registrar

Regd. No. R.N. 7180/63

Postal Reg. No. D 1637

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Editors: **Nirmala Bhatkal, Sadanand Bhatkal**

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UNIVERSITY NEWS

Vol. V No 6 New Delhi June , 1967

ISSUES IN HIGHER EDUCATION

What Students, Parents and Teachers Say

16-6-67
LIBRARY

From our Special Correspondent

An opinion survey to determine the agreement, if any, among teachers, students and parents on certain major issues in education was recently conducted at the Karnatak University. Some of the highlights of the survey are given here for the benefit of our readers.

Shri G. Shivarudrappa, Reader, Post-Graduate Department of Education in Karnatak University recently conducted an interesting survey to find out whether there is any agreement on certain major issues of college education among the students, teachers and the parents. A questionaire was prepared which elicited information about the following 10 areas of enquiry: (1) Aims of Education (2) Admission (3) Standards (4) Indiscipline (5) Extra-curricular activities (6) Higher education for girls (7) Medium of instruction (8) Future prospects of the graduates (9) Methods of teaching and (10) Examination. This questionnaire was administered to 100 Arts students, 100 Science students, 100 college teachers and 100 parents. The data was then classified and tabluated.

(*Please see next page for table*)

Some of the replies perhaps need a certain amount of elucidation. For instance, as regards the aims of education out of 200 students (100 arts + 100 Science) 80 Arts and 75 Science students were of the opinion that the aim of college education was to train the mind and sharpen the intellect. Only 20 Arts and 25 Science students differed. According to them, the aim of education is to enable one to get a better job. When one comes to parents, only 55 of them agree with their children, the remaining 45 affirming that college education should have a utilitarian bias. In the case of teachers, they, by and large, agree with their students.

On the issue of the admission to colleges, 58 Arts students and 60 Science students favour restriction of admission only to bright students; the rest are in favour of unrestricted admission. Among the parents, only 38 are

(*Contd. page 2 col. 3*)

B.M. Bhatia on Autonomous Colleges

★

Library Services and Social Science Research

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Book Reviews and Readers' forum

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S.No.	Major issues of college education	Arts students	Science students	College teachers	Parents
1.	**Aim of College Education is**				
	(*a*) to get a better job	20	25	30	45
	(*b*) to train the mind and intellect	80	75	70	55
2.	**Admission to the Colleges**				
	(*a*) Open to all	42	40	54	38
	(*b*) Restricted to bright students	58	60	46	62
3.	**Decline in educational standards due to**				
	(*a*) Indifference of teachers	52	54	38	48
	(*b*) Indifference of students	48	46	62	52
4.	**Methods of teaching**				
	(*a*) Lecture method	28	30	69	43
	(*b*) Individualised instruction	72	70	31	57
5.	**Examination**				
	(*a*) Elimination	46	45	68	40
	(*b*) Retention	54	55	32	60
6.	**Indiscipline among students due to**				
	(*a*) Failure of leaders and educators to set up proper examples	35	40	73	65
	(*b*) Uncertainty of future prospects	65	60	27	35
7.	**Extra-curricular activities**				
	(*a*) should be encouraged	58	56	59	54
	(*b*) should be minimised	42	44	41	46
8.	**Admission of girls to the colleges**				
	(*a*) A national wastage	69	65	24	33
	(*b*) Democratic practice	31	35	76	67
9.	**Medium of instruction**				
	(*a*) English	30	32	53	39
	(*b*) Regional language	70	68	47	61
10.	**Future Career, the responsibility of**				
	(*a*) Government	40	39	36	22
	(*b*) Individual	60	61	64	78

in favour of selected admission. This is understandable. But what is not so understandable is that of the 100 teachers 46 are not in favour of selected admission.

While 67 parents and 76 teachers hold that girls also should have college education, the majority of boys (69 Arts and 65 Science) regard it as wasteful.

Another opinion expressed by teachers that might cause some surprise relates to the policy regarding the medium of instruction. 53 of them are in favour of English but the rest prefer to switch over to the regional language. This is contrary to the generally held view which is, that it is the teachers who are unwilling to make the effort to learn their own languages and that is why they are in favour of continuing with English.

This investigation shows two things. One, that there is considerable discrepancy between the thinking of the students and the teachers on the one hand and students and the parents on the other with regard to some vital issues in education. Two, that perhaps more such investigations need to be made before any definite conclusions are formed with regard to these issues.

Four New Technical Institutes

The Union Ministry of Education has decided to establish four technical institutes at Bhopal, Calcutta, Chandigarh and Madras with the object of conditioning technical graduates and diploma holders for the teaching profession in order to overcome the shortage of teachers in polytechnics. The management and affairs of these institutes have been entrusted to an independent Board of Governors.

"Autonomous" Colleges: Prospects and Potentialities

Dr. B. M. Bhatia, Principal, Hindu College, Delhi.

The guiding consideration with the Education Commission in formulating its various proposals and recommendations contained in its Report was "the need to get out of the rigidity of the present system" and "to provide some basic thinking and frame-work for taking at least the first steps towards what may be called an educational revolution in the country". "In the rapidly changing world of today," writes Dr. Kothari, the Chairman of the Commission," "yesterday's educational system will not meet today's and even less so the need of tomorrow". But the Commission has no ready-made blue-print to offer on how to start that revolution or the course it has to follow. The new pattern, in its view, must be evolved through experimentation by a process of trial and error. All that the Commission does is to suggest, in broad outlines an institutional framework which in its view will help in starting that revolution.

Strategy of Growth

The Commission favours the adoption for the development of education and improvement of standards, the strategy popularized by some economists for purposes of economic growth. According to this stretegy, in an underdeveloped country where resources are limited relatively to the needs, the process of development is best initiated by concentrating, in the first instance, on the establishment or promotion of "model units" in the leading sectors of the economy. The Education Commission was painfully aware of the fact that knowledge in the advanced countries was growing at present at the fantastic rate of doubling itself in about 7 years and that in its present state of development, India could not afford for education the magnitude of resources that the rich nations were spending for the purpose at present. It was necessary to be contented for the time being with a few "model universities and colleges" which must be run well, attain international standards of excellence in academic field and set an example for others to emulate. It is in this background that the Commission's proposals on Major Universities and Autonomous Colleges, must be viewed. The Commission suggests that by the end of the Fourth Plan period, the country has atleast fifty "autonomous" colleges.

University Structure and Autonomous Colleges

An "autonomous" college is defined by the Commission as "one which has the power to frame its own rules of admission, to prescribe its courses of study, to conduct examinations and so on". The parent University's role in the case of such a college, according to the Commission, will be "one of general supervision and the actual conferment of the degree." The status is to be given to "an outstanding college (or a small cluster of good colleges at a place) within a large University, which has shown the capacity to improve markedly." The idea obviously is to free such a college from the rigid routine and uniform pattern of admissions, syllabi and examination and allow it the freedom to make experiments in new courses of study and methods of teaching, in the system of examination and rules of promotion and in hours of work and attendance requirements of the students for purposes of examination.

The concept of autonomous colleges becomes meaningful only in the context of a large affiliating type of University. In a federal type of University like Delhi whose juridiction is confined to the municipal limits of one city and in which most of the colleges are situated in close proximity to each other or in a unitary teaching University, "autonomous" college can obviously have no place. Even for colleges situated in metropolitan cities of Bombay, Calcutta and Madras, the concept may not be relevant although they belong to the affiliating Universities in their respective cities. For though technically they are not federating universities, they have developed over the course of time the same type of relationship with the colleges located at the University Centre, that a federal University usually has with its constituent units. The College teachers in these places usually have a hand in shaping the policies and conduct of the affairs of the University. This is an ideal arrangement both for colleges and the parent University. Where these links are absent, they should be provided; where they are weak, they should be strengthened. But it will be wrong to categorise one or two colleges out of the whole lot of equally good colleges as autonomous and leave out the rest. This would cause unnecessary bickering, unhealthy rivalry and unintended complications in the mutual relationship of the city colleges. All this must be avoided.

An additional reason for excluding colleges of Madras, Bombay and Calcutta cities from consideration for elevation to the autonomous status is that universities at these places together with Delhi are likely to be declared "Major" in terms of the Education Commission recommendation. As such they will *ipso facto* become pace setters. This implies progress of the University as a whole including the colleges in the immediate vicinity for the Centre cannot flourish if its constituents languish. In "Major" and Federal Universities either all Colleges or none should be given the autonomous status. Since the first is not possible, we are left with no choice but to confine the selection to outlying colleges in

affiliating Universities for the suggested status.

In affiliating type of Universities we have generally quite a large number of Colleges of all kinds and quality spread over a large area of a state with considerable distance between each other as also from the headquarters of the University. There is little in common between them except that they are affiliated to the same University, teach the same courses and their students take the same examination to earn the degree of the parent University. Their standards and performance differ widely. Some of them are new, ill-equipped, poorly staffed and poorly housed. Others are fairly old but have just managed to keep themselves afloat without showing any promise of progress or dynamism. There are, however, among them a few well established, well-staffed and better equipped colleges which enjoy high reputation and great traditions for the qualiy of education that they impart. If funds were available, these will be found fit for being accorded the status of small self-contained Universities. It is this type of colleges which the Education Commission had probably in mind when suggesting the grant of autonomous status to fifty colleges in the country by the end of Fourth Plan. The autonomous college is intended to be as independent and free as a University is in framing its rules of admission, in drawing up its syllabi, in prescribing its own methods of instructions and in laying down its own conditions of promotion or rules for passing examination. Except in the matter of printing the name of the parent University on its degrees and diplomas, granted by it, the College will have complete autonomy. The role of the University will be limited to watching its progress and ensuring that the standards do not fall so low as to bring the parent university into disrepute if it continues to associate its name with that college.

Merits of the Scheme

The suggested arrangement has many advantages. In the first place it is more economical than permitting the indiscriminate proliferation of universities that has been witnessed in recent years. Several examples come to mind immediately but one will suffice. The Meerut College, Meerut, for instance, could have been granted the autonomous status instead of establishing a separate University at Meerut if these proposals were available at that time. This would have saved the cost of having a separate Vice-Chancellor, Registrar and the whole administrative Staff that a University finds necessary to appoint. The scheme of autonomous Colleges combines economy in the cost of educat'onal administration with educational freedom and autonomy of educational institution and should, therefore, be regarded as a useful idea, thrown out by the Education Commission, especially in the present state of the country's development.

Secondly, at present good Colleges are lumped together with bad ones and all are treated on par by the University in the matter of application of its rules and regulations and for purposes of grants by the State. This acts as a disincentive for better colleges for improvement. The rules and regulations, the courses and texts, the examination standards are all devised with an eye on the weaker members of the University. To the stronger members they serve not only as a drag on efforts for improvement and betterment of the quality of education but also prove irritating. By giving autonomous status to the better ones among them we can ensure their progress as well as provide incentive to others for improvement in offering that coveted status.

Thirdly there is no danger of the appelation becoming a mere status symbol so long the Commission's recommendation regarding constant watch and withdrawl of the status if the College deteriorates after earning the autonomous status, are strictly enforced. This provision would keep the College constantly on the alert. It will be jealous of its reputation and status and will continue to make constant endeavour to keep that status. Fourthly, it secures, without incurring much additional cost, the scope for experimentation in courses of study, the methods of examination, in the system of teaching and in administration of education. Experiment is the key to progress in education as in other spheres. Autonomous colleges are expected to become laboratories for experiment in the reconstruction and remodelling of the college and University education.

Finally, the system of autonomous colleges will promote the competitive instinct among institutions of higher learning for achieving academic excellence. The status symbol is likely to prove with the colleges a strong incentive for continuous improvement and progress.

Problems and Difficulties

In principle the idea of autonomous colleges is not only sound but un-exceptionable. But doubts and difficulties arise when we think of giving the concept a practical shape.

The first problem is that of selection of colleges for the autonomous status. Who is to select these colleges ? How are they to be selected ? Who is to initiate the proceedings—the College, the University or the Government, and how? The Education Commission Report does not give much guidance on these points.

A second question is that of defining the benefits or advantages to which the colleges will become entitled on achieving the autonomous status. Mere symbol or the name "autonomous" is not enough to arouse that enthusiasm for work and progress which is basic to the whole concept. The material benefits that will accrue to the staff in the form of salary scales and other amenities, and to the colleges in the form of grants-in-aid must be spelt out clearly and unambiguously before hand.

Thirdly, there is the whole problem of the type of relationship that the college is going to have with the parent university, with the State government and with the University Grants Commission. If after attainment of autonomous status the college is to continue being treated as an affiliated college which is the particular concern of the parent university and no more, not many will evince keenness to acquire that status.

These problems contain their own answers. The autonomous colleges must be an all-India concern so far as naming of the colleges as such and financial support to them are concerned. These colleges must be in direct touch with and under the direct control of the University Grants Commissionsion in the same way as all the Universities in the country. The U.G.C. must be given a say in the selection of a college for the autonomous status. A set of rules which would be applied in making the selection should be drawn up before hand by the U.G.C. with the help of some eminent educationists. These should relate to the age of the institution, quality and qualifications of its faculty members, the examination results of its students over the last say 5 years, the capital assets of the college, and the quality of the service of the college to the neighbouring community. A college wishing to be recognised as autonomous should apply to the University Grants Commission for the recognition. The Commission will, on the receipt of the application, appoint *ad hoc* inspection committee consisting of the representatives of the Commission, two or three representatives of the parent university and two or three other eminent educationists preferably from that area or from the neighbouring states. The final selection will depend upon the report of this committee.

Once a college is selected for status, it should get all support from the University Grants Commission for maintenance, experimentation with new ideas and projects and development. It must be treated by U.G.C. for purposes of grants, as a miniature University. On its part, in return the college must undertake to apply the same procedure and prescribe the same qualifications for appointment of teachers on its staff as are to be found in the departments of the University. The salary scales and the service conditions of the staff members should also be on par with those of the University-appointed teachers.

Teachers Role

The kingpin for the success of the whole plan is the teacher. Money or funds are no doubt important for providing satisfactory service conditions to the staff, for construction of buildings, laboratories' classrooms, teachers, rooms, and staff quarters and for equipment of various kinds like books and journals and apparatus for the laboratories. But these are not enough to bring about the much-needed revolution in our educational system. The most important factor in that transformation, whenever it occurs, is going to be the teacher. He must be trusted and charged with the responsibility of the conduct of the affairs of the college. He must be increasingly drawn into the multifarious activities of the college in addition to his class lectures and tutorials. He must have a sense of participation and active involvement in all the policy decisions taken in his college relating to admissions, promotions, methods of teaching, and system and conduct of examination. He must be motivated to identify himself completely with the welfare of the students and promotion of knowledge. He must set an example of hardwork and dedication to the cause of learning to the students under his care.

Obviously it will be too much to expect all the teachers in a big college to be like-minded or capable of the same degree of hard work that the comparatively younger people may be able to do. The older teachers may be treated with sympathy and understanding and may be asked to contribute whatever they are willing or capable of doing. The major portion of the responsibility in the matter will, however, have to be shouldered primarily by the younger generation of teachers. Whichever college is fortunate to have a band of such devoted teachers who are prepared to take up the challenge should be allowed to go ahead and become pioneers in the great national task of educational regeneration.

The country must also think of ways and means of galvanizing the energies of the younger generation of teachers for leading a revolution in its present system of education. The experiment of drawing in the younger teachers into such an educational effort may start on a limited scale in autonomous colleges but in course of time it must spread to all the colleges in the country. After that consummation the need for status symbol would have disappeared and all colleges would have been rendered "autonomous" in their actual functioning irrespective of the fact whether they are labelled as such or not.

SEMINAR ON INDIA'S RELATIONS WITH EAST ASIA

The Indian School of International Studies has decided to hold a two-day seminar during the last week of June this year at Nainital on India's Relations with East Asia. In view of the continuing need to consider ways and means of improving India's Relations with China as well as the increasingly influential role a fellow Asian country, Japan, is seeking to play in world affairs, it is considered important and urgent for those specialising in East Asia to exchange views on this subject.

The seminar would discuss political and cultural relations as well as economic and commercial relations with all the East Asian contries primarily China and Japan.

Indian scholars specialising in the field at the School as well as in other Indian Universities, as also some officers of the Ministry of External Affairs and former Indian diplomats are likely to participate in the seminar.

TEACHERS TRAINED FOR EDUCATIONAL TV

Teachers are now being trained in programme production for Britain's biggest closed-circuit educational television system, which will link more than 1,300 colleges and schools in London by 1970. Two studios are being used to train staff in the use of this teaching aid.

Heart of the system is a simple camera specially designed for educational television and simliar closed-circuit operations. It is one of a series of self-contained, versatile units made and installed in the London studios.

BREAKTHROUGH LIKELY IN MAIZE

Maize production in India is on the verge of a big break through following development of new varieties called composite or synthetic maize at Ludhiana, Hyderabad and Delhi.

The seed of these new varieties-in all numbering six, suitable for different agro-climatic regions, is expected to be released by the Indian Council of Agricultural Research to the farmers next year.

Almost all the new composite varieties are capable of yielding 40 to 50 maunds per acre, almost the same as hybrid maize varieties. The average yield of desimaize varieties in India is about 10 maunds and in Punjab about 15 maunds.

Out of the six newly developed composite varieties, two named Sona and Vijay are suitable for this part of the country.

Vijay was independently developed at the Agricultural University in Ludhiana while the University scientists played an important part in developing the Sona variety.

Two scientists of the Agricultural University Ludhiana, disclosed recently that the new development was made possible as a result of the crosses of many outstanding germ plasma imported from different parts of the world, with the Indian maize varieties. They said that it was 10 times cheaper to produce the seed of the new composite maize than that of the hybrid maize. This would greatly help farmers in substituting extensive areas under the old maize varieties with the new high-yielding composite maize varieties.

India's maize production was expected to register a big increase following the development of hybrid maize varieties in early 1960's . In all nine hybrid varieties has been released since 1961. But the maize production registered uninspiring increase as, due to the difficulty in the availability of the hybrid maize seed to the farmers, only 3 per cent of the maize area in the country could be brought under hybrid varieties. In Punjab, the area under such varieties was about 5 per cent of the total area under maize.

The main maize producing States in the country are—Punjab, U. P., Bihar, Madhya Pradesh, Andhra, Maharashtra, and Jammu and Kashmir.

MERIT SCHEME

The scheme of "merit promotion and advance increments" to scientific workers has been extended to all the research institutes under the Indian Council of Agricultural Research.

Under the scheme, scientists who have done work of "outstanding merit" will not get stuck in the same grade even if a senior grade post does not exist and supernumerary posts would be created for them if necessary. Deserving scientists would also be given advance increments.

The scheme which had till now been applicable to only three of the institutes under the ICAR has been extended to all the 17 institutes under the Council.

The research laboratories under the Council of Scientific and Industrial Research (CSIR) are already covered by the scheme.

NATIONAL COUNCIL FOR EDUCATIONAL TECHNOLOGY

The establishment of a National Council for Educational Technology has been announced in London by the Secretary of State for Education and Science, Mr. Anthony Crosland.

The Council will advise bodies concerned with education and with training in industry and in the professions on audio-visual aids and media, and will encourage research and development projects in educational technology.

It will provide a focal point to which all sectors of the education service in Britain can look for information and guidance on audio-visual aids and media, the most important of which are television, films and radio.

A committee which in recent years has looked into the problem envisaged a national centre as an agency for exploiting new aids, carrying out research, training staff for university and college central units, and providing a coordinated cataloguing and library service.

The Chairman of the Council willbe Dr. Brynmor Jones, Vice-Chancellor of the University of Hull.

LAW SEMINAR

The Indian School of International Studies is convening in November this year an all-India Seminar on "Asian State and the Development of Universal International Law." International legal experts from the various Indian Universities as well as of the Ministry of External Affairs are expected to attend.

The object of the seminar is to analyse the attitudes of the newly emergent member-states of International Society towards supposedly "established International Law" as well as to examine the role that the new and under-developed, nevertheless influential, States have been playing in world affairs, particularly in the development of International Law.

Indian School of International Studies

The following is the text of the statement issued recently by the Chairman and some members of the Board of Governors, Indian School of International Studies, New Delhi:

We are deeply disturbed by the nature of the periodical discussions in Parliament regarding the internal and strictly academic affairs of the School. Discussions of such a character are likely to prove harmful to the existence and development of university institutions in the country.

The School is a purely research institution of an all-India character. The stand of the authorities of the Shool on the question of the medium of education is quite in accord with the linguistic situation in the country and the position in other institutions of an all-India character. The Education Commission which reported last year, as well as the UGC Committee on Standards of University Education (1965), have fully underlined the difficulties and problems faced by Indian universities planning to switch over from English to Indian languages. The Education Commission has also stated: "In major universities, it will be necessary as a rule, to adopt English as the medium of education because their students and teachers will be drawn on an all-India basis. This is the only feasible approach if their all-India character is to be maintained." (11.61). Since the School is very much of an institution of an all-India character and the only one of its kind in India in the field of international relations and area studies, it would be practically impossible for us to change the medium to any of the Indian languages for some years. The staff and students of the School, drawn as they are from different parts of the country and also from abroad, do not happen to be proficient in any one common Indian language.

Need for Restraint

We therefore appeal to Members of Parliament and others to act with restraint and understanding when referring to this question and the affairs of the School. During the last eleven years, the School has done pioneering research of a high order in the field of international affairs and area studies. It has trained about 250 scholars, 46 of whom have already qualified for the doctorate. The staff has published so far 14 monographs and 7 others are in the press. The School's quarterly journal, INTERNATIONAL STUDIES, which is now in its eighth year, has achieved considerable reputation in India and abroad. The staff members of the School have contributed numerous research articles in reputed Indian and foreign scholarly journals.

Allegations have been made that the School had received funds from the CIA. These allegations are wholly baseless. The Goernment/UGC are quite aware of the sources of the School's funds which have been fully accounted for. The foreign scholars appointed by the School are all scholars of established reputation and their appointments have had the approval of the Union Government.

Baseless allegation

It has been alleged that a senior staff member is a supporter of "American interests" and that he travels to the United States twice a year. This again is a baseless allegation. The particular staff member is a scholar of high integrity and objectivity. He has visited the United States thrice in 11 years and each of his visits has had the approval of the authorities of the School. Such periodical visits by our scholars and students are indispensable for consulting research material not available in India or for on-the-spot investigations and personal consultations.

INDIAN FARMERS LEAVE FOR U.S.

Eleven young Indian farmers from 11 States left for a six-month visit to the United States recently to live and work on American farms.

The Indian youths' visit is part of a two-way programme of the International Farm Youth Exchange (IFYE), sponsored by the U.S. National 4-H Club Foundation in collaboration with the Union Government.

GRANT FOR BIHAR FARM VARSITY

The Union Government has agreed to sanction Rs. 75,00,000 for setting up an Agriculture University in Bihar.

Shri Jagjivan Ram, Union Food Minister, made this offer in Patna during his recent visit and said that the Centre would set up an Agriculture Farm if the State made available 50,00,000 acres of land.

ADAMS PRIZE FOR NARLIKAR

Dr. J.V. Narlikar, well-known mathematician, has been awarded the coveted "Adams Prize" of the University of Cambridge for his research work on gravitation and cosmology. This is a rare honour in so far as Dr. Narlikar is still below 30 years of age.

The prize was instituted by the University of Cambridge to commemorate the discovery of the planet Neptune in 1846 by Prof. J. C. Adams who was Professor of Astronomy in the University of Cambridge.

FINNISH SCHOLARSHIPS

Mr. A. S. Sachdeva of Haryana and Mr. L. N. Chowdhary of Bihar have been selected for the award of scholarships offered by the Government of Finland for specialised training in paper technology in that country. Mr. B. K. Sharma of Panjab has been selected for training in metallurgy.

Campus News

Calcutta University : A fresh examination in four subjects in M.A. of the Calcutta University which was held in March, 1967 will be held on June 7 and 8 for those candidates, who could not complete the examinations in those papers owing to disturbances at their examination centres.

Jammu and Kashmir Varsity proposes to establish a research centre for the History of Jammu and Kashmir. The Department intends to specialise in the Ancient History of India.

A socio-economic survey of the people of Chhamb and Jourian was undertaken by the Post-graduate Department of Economics and Commerce.

A research project - Terrain Evaluation of parts of Jammu and Kashmir State sponsored and financed by the Research and Development Organisation of the Ministry of Defence, Government of India, has been undertaken by the Post-graduate Department of Geology.

Kurukshetra Varsity plans to reserve 50 per cent seats for admission to various departments for students from Haryana.

The University has made elaborate plans for its development. The University will shortly start B.Sc. Honours and M.Sc. Classes in Zoology, Botany and Geography subject to the approval of the UGC.

New hostels, one each for girls and boys are being constructed. Besides, another for boys is nearing completion. Residential accommodation for University employees is also under construction. A cooperative department store has been opened recently at the campus towards which the State Government has contributed Rs. 1 lakh and the University Rs. 20,000.



Mr. Asoka Mehta is seen here with the members of the Executive Council of Jiwaji University.

A students home under construction will provide facilities for study and recreation to day scholars. Provision for a lake, swimming pool, a stadium and a staff club and a Yoga Ashram has also been made.

The library has acquired a 450 year old Persian manuscript of Mahabharata, last reproduced in January 1886.

The Physics Department set up a satellite Transmission recording Laboratory in collaboration with NASA through the National Physics Laboratory, New Delhi. They study the variation of electronic contents of the ionosphere. Two satellites passing twice a day over Kurukshetra are being studied.

The college of Education has started a condensed course for general science from May 15 for higher secondary school teachers. The duration of the course is six weeks.

Punjabi University has decided to open a post-graduate department in history this year. This will mean the abolition of this department in Mahendra College.

The University has decided to wind up its evening classes in M.A. in history and Punjabi and has allowed the affiliated colleges to run the evening classes for these courses.

Punjabi will be the medium of instruction for the B.Ed. course at the State College of Education, Patiala, from the next academic session.

Arrangement will also be made for instruction in Hindi.

All along, the medium of instruction for this course had been English.

SNDT Varsity has added a research wing in Home Science to Sir Vithaldas Thackersey College of Home Science which will start functioning from the next academic session.

A six week Refresher Course for Mukhyasevikas on Balwadi Training, Home Science Literature Workshops, Family Planning, Child Nutrition and Bakery was conducted at Sir Vithaldas Thackersey College of the S.N.D.T. Women's University. Thirty-five Mukhyasevikas and instructresses are attending the above course.

DESIGN OF GURU GOBIND SINGH BHAWAN APPROVED

Shri Dharam Vira, Chancellor of Punjabi University, approved in Patiala the final design of the Guru Gobind Singh Bhawan, which is being built at the Punjabi University campus, to accommodate the Department of Comparative Religion.

The Guru Gobind Singh Bhawan will be a five-petalled structure, in the midst of a 1000-foot square pool, set around a pentagon shaped hall tapering off to a pointed apex. The five constituent wings will be built in the style of boats, one each for the religion to be studied; it will be a white building, austere and chaste in line with much symbolic meaning as well as architectural distinction. It will be mounted over by an ever-blazing flame signifying purity of life and learning. The Chancellor suggested that the building should be in white marble.

The plan for the setting up of the Department of Comparative Religion and construction of the Guru Gobind Singh Bhawan has been finalised and approved by the University Grants Commission which will be providing funds for a professor, a visiting professor and research fellows for the different sections. The Commission will also meet the expenditure on the building to the extent of Rs. 2.5 lakhs. The State Government's financial assistance amounted to a permanent endowment fund of Rs. 5 lakhs created in favour of the Univesity.

According to the Vice-Chancellor, it would engage in the study of five major religions—Hinduism, Buddhism, Christianity, Islam and Sikhism.

SCIENCE INSTITUTES IN POONA, NAGPUR

Two refresher-training institutes in mathematics opened recently at the Universities of Poona and Nagpur. They are among 130 Summer Science Institutes (SSI) for teachers being held this year throughout India.

The institutes were attended by Indian teachers of the pure and applied sciences—Biology, Chemistry, Physics, Mathematics, and various engineering and technological subjects.

The participants include more than 5,000 teachers in high schools and colleges.

The SSI programme is sponsored by the National Council for Educational Research and Training, the University Grants Commission, and the Association of Principals of Technical Institutions in India.

American collaboration is provided by the National Science Foundation under contract with the U.S. Agency for International Development.

The SSI programme started in 1963 with only four institutes and 154 Indian participants. This summer there are 60 institutes for school teachers, 50 for university teacher, 14 for teachers in engineering colleges, and six for teachers in polytechnics.

COLLEGE EDUCATION EXTENSION OF BENEFIT

A proposal to raise the income limit of parents from Rs. 1,500 per annum to Rs. 2,500 or Rs. 3,000 for the purpose of granting fee concessions to students in colleges is under the active consideration of the Madras Government.

The proposal would help to extend the benefit to a larger number of students than hitherto it is stated. The State Education Department had been asked to work out the financial commitments of the Government and the extent to which the income limit could be raised.

Some solution it is felt had got to be found for the growing rush for admission to the Pre-University Course. The problem could be tackled either by restricting the number of students seeking admission or by opening more colleges.

Another alternative is to introduce the shift system whenever necessary. Government would study whether it was feasible to introduce the shift system in some of the institutions by providing them additional accommodation and staff.



The Chancellor of the Madurai University adorning the first Vice-Chancellor, Prof. T.P. Meenakshisundaram with the academic robes on the occasion of the inauguration of the Madurai University on 6th February, 1966.

Name of the Institution	Year of establishment	Total No. of volumes
Banaras	1916	363,382
Baroda	1950	212,586
Bombay	1857	275,000
Burdwan	1960	50,066
Delhi	1922	269,274
Gauhati	1948	58,780
Gujarat	1950	118,674
Gujarat Vidyapith	1920	135,825
Jabalpur	1958	25,000
Jadavpur	1956	172,000
Karnatak	1950	102,300
Kerala	1937	114,029
Kurukshetra	1957	51,207
Madras	1857	248,516
Marathwada	1958	89,450
Panjab	1948	222,575
Poona	1950	110,815
Punjabi	1963	27,962
Rajasthan	1949	124,414
S.N.D.T. Women's Uni.	1955	60,652
Sardar Patel	1955	50,918
Saugar	1946	108,812
Sri Venkateswara	1956	82,304
Udaipur	1961	31,355
Utkal	1946	61,500
Visva-Bharati	1951	240,000

Source : Girja Kumar. "Library Development in India: Retrospect and Prospect." P. 106—107

LIBRARIES

Information

Total no .of periodicals	Total no.of newspapers	Total Library staff	Annual additions
3,306	6	86	20,000
1,429	13	91	14,452
1,186	6	71	7,000
635	7	29	12,000
3,478	6	106	27,042
758	7	21	6,396
838	7	12	13,683
355	16	21	6,000
*	3	32	*
1,070	13	72	6,500
1,000	—	46	7,000
1,101	25	60	9,234
1,207	10	42	9,000
2,032	4	53	7,500
752	13	39	6,000
1,450	14	72	20,000
647	6	38	7,000
406	9	40	15,000
1,200	33	65	10,000
319	8	28	5,000
579	7	31	5,500
580	7	32	10,000
605	10	51	6,000
193	7	22	3,000
306	8	25	6,000
850	18	34	10,000

*Figures not available

LIBRARY SERVICES AND SOCIAL SCIENCE RESEARCH

Eminent librarians and social scientists recently gathered in New Delhi to review the situation with regard to the library resources and documentation services available to the research scholars in India and to make recommendations for their future development. The opportunity was provided by an all-India seminar on Social Science Research and Library Development in India held under the joint auspices of the Indian Council of World Affairs and the Indian School of International Studies between February 25-27, 1967. National Professor of Library Science, Dr. S. R. Ranganathan directed the deliberations at the Seminar which was attended by over 50 delegates representing libararies of universities, research institutions and government organisations. In addition 15 specialists in social sciences and area studies, representing Institute of Economic Growth, the Indian Institute of Public Administration, the Nehru Memorial Museum and Library, the Indian Council of World Affairs and the Indian School of International Studies also attended the seminar. The Research Programmes Committee of the Planning Commission was also represented.

Earlier the organizers had circulated a detailed questionnaire to over 100 Public, University, Research and Government Libraries in India to obtain data about their holdings, the rate of growth, documentation services and the reprographic facilities as also to elicit their views about library cooperation, exchange of publication, inter-library loan and the establishment of the Indian National Social Science Documentation Centre. The data so collected was processed and presented as a comprehensive working paper 'Library Development in India: A Retrospect and Prospect' by the Secretary of the Seminar, Mr. Girja Kumar.

It was felt that the present size of book collection and its rate of growth did not provide an adequate basis for meeting the existing and potential requirements of research. There was, therefore, a general agreement amongst the participants on the need for the formulation of a national policy so that at least one library in the country acquired all the documents of research value either (*i*) in one subject field or subject complex; (*ii*) on one or more geographical areas; or (*iii*) in any language needed. There was a general consensus that the total size of library complex in India to provide an adequate basis for social science research should aim at a target figure of one million volumes to be reached in one library or several libraries under an integrated programme. In this connection the seminar welcomed the proposal for the establishment of the Social Science Research Council of India to promote and co-ordinate the research activities in different disciplines under the domain of Social Sciences.

The paucity of library resources, it was felt, had caused social-science documentation being neglected in this country and it was realised that an integrated plan on development of documentation services in order of priority of individual projects, needs to be worked out at an early date. There was, therefore, a general consensus amongst participants at the seminar in favour of the establishment of an Indian National Social Science Documentation Centre. Since the establishment of a documentation centre except in close relation with the research library is inconceivable, it was recommended that the proposed centre be established in one of the libraries like the Indian Council of World Affairs and the Indian School of International Studies. This centre, apart from undertaking major projects was also expected to coordinate documentation activities of other libraries in the country. The seminar recommended that the proposed Indian National Social Science Documentation Centre may work out plans for execution of the following projects in the first instance:

1. The organization of an all-India survey of resources and documentation services available in the field of social sciences, with a view to correlating library resources and services to research programmes and making proposals for an integrated programme of development;

2. The preparation and maintenance of an up-to-date union catalogue of periodical holdings in the social sciences in Indian libraries;

3. The preparation of a comprehensive documentation list of periodical articles on social science disciplines on a monthly basis with provision for annual cumulative issues.

4. Preparation of a comprehensive Index to News in a major newspaper in India on the model of the New York Times index in monthly and annual volumes.

It was revealed by the Secretary, Mr. Girja Kumar, that estimates were recently worked out for the Index to News of 750 pages to be published in monthly and annual volumes. The total annual budget was estimated at about Rs. 1,20,000 (including Rs. 40,000 in printing), most of which was recoverable from the sale proceeds of the publication. The work on this project could thus be initiated as soon as the necessary funds became available. It was, however, clearly recognised that the necessary funds for this and other projects will be forthcoming from the Government of India directly or indirectly through the University Grants Commission and/or Social Science Research Council.

READERS' FORUM

1. *I have studied B.Sc. and wish to jain honours course for B.Sc. Where can I do the same ?*

G. R Badage. Roorkee

The Universities of Delhi, Punjab and Lucknow have facilities in this behalf. In Delhi University, the subjects which can be offered for an Honours Course in B.Sc. are Botany, Mathematics, Physics, Chemistry or Zoology.

In Punjab, Honours Schools are there for the subjects of Zoology, Physics, Chemistry and Botany.

In Lucknow, facilities are available for the study of Physics, Chemistry, Bitany, Zoology, Mathematics, Biology and Mathematical Statistics at the Honours level.

B.Sc. graduates are admitted in these universities to the second year of the Honours Course subject to their satisfying certain minimum conditions prescribed in this behalf.

2. We would be obiiged to have the following information :

(i) Names of Indian Universities and institutions having Glass and Ceramic Techonlogy Course in their curriculum.

(ii) Titles of the above courses and period of study.

J.N. Kansal, Scientific Information Services, Central Glass & Ceramic Research Institute, Calcutta.

A B.Sc. (Tech.) Course in Ceramic Technology is available in the Calcutta University which is of four years' duration after Pre-University examination.

There is a B.Sc. (Sil. Tech.) Course in Banaras Hindu University, which is of five years' duration after Pre-University Course.

There is a M.Sc. (Ceramics) Course of one year's duration in Banaras University and a M.Tech. Course in Ceramic Technology in the Osmania University which is of two years' duration after B.Tech.

The Banaras Hindu University also provides a M.Sc. (Glass) Course which is of one year's duration.

There is also an one year's Course leading to M.Sc. (Tech.) in Advanced Glass Technology and Engineering in the Agra University.

3. *What are the Indian Universities which are conducting research courses like M.A. (Hons.)/ M. Litt./M. Phil. etc. in English Literature ? What are the conditions of eligibility to prosecute those courses of research ?*

A. Venkata Rao, Anakapalli

The Universities of Annamalai, Delhi, Kerala and Madras provide facilities for the M.Litt. degree. In the Universities of Annamalai and Delhi special provisions for the M.Litt. degree course in English have been made. In the Kerala and Madras Universities, M.Litt. degree can be taken in a topic approved by the University.

In the Annamalai University it is a one year full time course after M.A. or M.O.L. and the degree is awarded after successful completion of research on an approved topic, written and oral examinations.

In Kerala and Madras Universities, it is conferred 2 years after M.A. on successful completion of a thesis after doing research in an approved topic.

In Delhi University, the degree of M.Litt. is conferred 2 years after M.A. on the successful completion of written examinations, research and oral examination.

4. Has India achieved any big success recently in its Space research programme?

P. Thomas, Quilon

The 48th Centaur rocket launched from the three-year-old Thumba range in Kerala marks the beginning of a new series of space probes which aims at study of ion distribution in the atmosphere.

The Nike-Apache launchings earlier helped to investigate the equational electric currents in the ionospheric region.

The Judi-Dart rocket, also supplied by NASA, carried a pay load of thousands of copper needles or wires 5,000th of an inch in diameter and 2.1 inches in length. These were released at a height of 60 to 80 Kilometres to measure wind patterns.

Thumba is the only land-based rocket launching station in the world on the magnetic equato.

Gurukula Kangri Vishwavidyalaya

On the resignation of the Vice-Chancellor, Acharya Priya Vrata, Pro-Vice-Chancellor of Gurukula Kangri Vishwavidyalaya is acting as Vice-Chancellor from March 29, 1967.

CULTURAL EXCHANGE

Indo-Rumanian Cultural Exchange

At the conclusion of three-day deliberations of the Indo-Rumanian Joint Committee for Cultural Relations, a cultural exchange programme for the period 1967-69 between the two countries was signed here recently. Mr. Vasile Gliga, Deputy Minister for External Affairs and the leaders of the Rumanian delegation signed on behalf of the Socialist Republic of Rumania and Mr. G. K. Chandiramani, Additional Secretary, Ministry of Edcation, signed on behalf of the Union Government.

The present programme has 44 items as against 33 items in the last programme. It visualises visits of about 65 Indians to Rumania and about 60 Rumanians to India, exchange of two exhibitions and sports teams.

The exchange programme covers a wide spectrum of cnltural, scientific and technological activity ranging over education, science and technology, art and culture, health and sports, films and radio, etc. through exchanges of experts, research workers, scholars, artists, performing troupes, exhibitions, informative and technical literature and of radio programmes, newsreels and documentary films, holding of film festivals, translation and publication of literary works etc.

In the field of education, science and technology, there will be exchange of professors in physical sciences for lectures, training and research. Rumanian delegates will be invited to attend the annual sessions of the Indian Science Congress. The Council of Scientific and Industrial Research will send persons for training and study in the field of petroleum processing and petro-chemicals, problems of gas emission in mines, industrial engineering applied to mining industry and gas flow through highly compressed porous substances.

The Indian Statistical Institute will receive a mathematician and an econometrician from Rumania for study and lecture tour. An Indian archaeologist will study Rumanian monuments and their preservation. An Indian professor of Hindi language and leiterature will be sent to teach at the Bucharest University. The two Governments will offer each other's nationals long term scholarships.

There is also provision for visit of one Indian to research centres of higher petroleum techology or engineering educational institutions, mines and works.

Exhibitions

There will be exchange of writers. Each side will send two exhibitions relating to theatre, plastic arts, contemporary painting, sculpture and handcicrafts. The two sides will also exchange dance and music ensembles of 25-30 artistes. There will also be exchange of experts in folk dance and music. Rumania will participate in the Triennial of Art being organised in India in 1968. The programme also provides for the visit of an Indian Journalist to Rumania.

In the field of health and sports, medical experts will visit each other's country.

The two sides will also participate in the International Film Festivals to be held by them. Programmes of cultural and scientific broadcasts, recordings of folk symphonic music and, as far as possible, documentary films and short newsreels will also be exchanged. The National Film Archives of the two countries will exchange films.

Academic Exchange

Dr. D. S. Kothari, Chairman, University Grants Commission, has suggested that a few professors and scholars from Rumania may visit India and prepare ground for setting up a regular institution of Rumanian studies. To begin with, a professor may visit Delhi University in 1968 for a year and take up teaching of Rumanian language.

The suggestion was made by Dr. Kothari, when the Rumanian Deputy Minister for Foreign Affairs, H. E. Mr. Basile Gliga, called on him in New Delhi recently.

Dr. Kothari said that visits of professors and scholars for a longer period were a significant step towards the establishment of "real relations of friendship and cooperation" between the two countries. He was of the opinion that much could be learnt by India from comparatively small countries like the Socialist Republic of Rumania because they had their own experiences in the various fields of development, particularly, in the field of education. He liked the Rumanian idea of having close contacts between educational institutions and industry, the idea of a kind of contract between selected polytechnics and industrial establishments; and the idea of research units being attached to industries.

Mr. Gliga welcomed Dr. Kothari's proposal for exchange of professors and scholars between Rumania and India and assured that it would not be very difficult for the University of Bucharest to undertake it with a few Indian universities, particularly University of Delhi. He said that the scientists in Rumania were very keen to study the development in India, in the fields of science and technology, because like their country, India was also a developing country. The University of Bucharest, he added, had provision for the study of Hindi language and the department was headed by an Indian scholar.

The Rumanian Minitster was very happy to receive a copy of the Education Commission's Report from Dr. Kothari. He said it would be a very useful development for the Rumanian Education Minister, to whom it would be passed on.

Book Reviews

School Building Resources and their effective use : Some available Techniques and their policy implications by Gay Oddie, published by the Organisation for Economic Co-operation and Development, Paris, 1966, pages 160, price $ 3.

This is an important book for educational administrators. It asks and answers questions like: How can funds be utilised most efficiently and economically while constructing new buildings ? to what use can the existing buildings be put ? how can buildings be used intensively ? how can new techniques be adopted for lowering the costs of construction? how to encourage innovation, development and research with regard to new buildings and new types of furniture?

As even a cursory glance at some of the issues listed above would show, this is an area of enquiry which we in India have, relatively speaking, neglected. One knows of the Committee on Plan Projects appointed by the Planning Commission and certain norms worked out by the UGC for construction of classrooms, hostels, residences etc. But this is a field which admits of continuing research and it is important that sustained attention be devoted to it. It should not be surprising if approximately one-third of our total investment on education goes into the construction of new buildings. If even a fraction of it can be put to better use, surely that would be a gain to the national exchequer.

It must be stated here that this study had its origin in the Mediterranean Regional project in which the countries of Southern Europe (Spain, Greece, Italy, Portugal, Turkey and Yugoslavia) participated. The issues considered in this study are therefore somewhat different from our conditions. At the same time it is a highly suggestive book and all kinds of valuable hints are given with regard to the framing of time-table, shift system norms of teaching area requirements, ancillary facilities and such other allied matters. The OECD is to be complimented on having undertaken a study which is likely to prove of considerable benefit to countries like India which want to make the maximum use of every rupee available for education.

Amrik Singh

With Profound Respects

By S. Chidambaram, pub. by Higginbothams (Private) Ltd., Madras; 1967; P p 154; Price Rs. 7.50.

That a man should live till the age of 87 and should continue to be active and agile till his very last moment is remarkable enough. But that he should be at the centre of things almost throughout his life and should have lived through an extraordinarily varied and crowded period of Indian history adds a touch of drama and glamour to his career. Such a man was Dr. C.P. Ramaswami Aiyar into whose life and character we are provided a peep by this vividly written and absorbing book of memories.

The author served Sir C.P., as he was commonly known, for a period of 56 years. This is a tribute as much to the author as to the master he served. Indeed throughout the book the author rfers to him as the Master and it is touching to see the relationship of complete confidence and loyalty that existed between the two. The title of the book is in itself significant. Even after such long and intimate association he never ceased to have admiration for his master as would have been the case had he been dealing with lesser mortal. But Sir C.P. was a warm-hearted and generous person and inspired great affection amongst those who came in contact with him. I who had the privilege to know him during the last year or so of his life have vivid recollections of some of these qualities. Reading his book has brought those recollections to my mind and I take this opportunity of joining Shri Chidambaram in paying my tributes to a man whom it was an exceptional pleasure to know.

It is a book that cannot be summarised. The best that can be said about it is that it is very much worth reading.

Amrik Singh

ASSOCIATION OF C'WEALTH STUDENTS

A new Commonwealth organization, the Association of Commonwealth Students (ACS) has been formed in London recently at a meeting of representatives of student unions or students from 27 countries.

The new organization will assist participants to cooperate in action on educational and welafare issues and other matters of common concern to their members. It will also help in the exchange of students between member-countries, provided that this will not limit the sovereignty of participants.

India Represented

The ACS will be a voluntary association of national unions of students in Commonwealth countries or recognized delegations from Commonwealth countries where no national union exists. India is represented on the consultative committee of the organization.

The president is a Ghanaian, Mr. A. K. P. Kludze, who is doing research in African law at the school of Oriental and African Studies in London. The Secretary is Mr. George Foulkes of the Scottish Union of Students.

Classified Advertisements

UNIVERSITY OF DELHI

Applications are invited for the following posts :—

Designation		*Scale of Pay*
1. Professor of Economic Policy	—one	Rs. 1100-50-1300-60-1600.
2. Lecturer in Geology	—one	Rs. 400-40-800-50-950
3. Lecturers in Mathematical Statistics	—Two	
4. Research Assistants in the Depatment of African Studies	—Two	Rs. 300/-p.m fixed without any allowances.

Dearness, City Compensatory and House Rent allowances and Provident Fund benefits (except in the case of Research Assistants) admissible according to the University Rules in force from time to time.

The appointments to the Professorship in Economic Policy and Lecturership in Geology will be for the period of the IVth Five Year Plan ending 28.2.1971 for the present but are likely to continue. One of the two posts of Lecturers in Mathematical Statistics is permanent and the other is temporary for a period of one year with possibility of continuance for the 2nd year.

The appointment of Research Assistants will be for two years in the first instance but is likely to be extended for the third year.

Qualifications :

For Professorship of Economic Policy:

"A Scholar of eminence.

Independent published work of high standard and experience of teaching Post-graduate classes and guiding research for a considerable period desirable."

Reuqired speciliasation:

Problems of economic policy and planning for economic development, especially in the context of current problems of India.

For Lecturerships :

"Good academic record with First or High Second Class Master's Degree in the subject concerned. Published work/advanced studies or experience of teaching degree classes for not less than two years."

Special qualifications for Lecturership in Geology:

Field work including geological mapping or mineral exploration or any other branch of geology will be treated as equal to advanced studies and/or teaching.

For Research Assistantships:

The candidates must have passed M.A. Examination in High Second Class in any of the following subjects:—

African Studies, Economics, History, Political Science and Sociology.

Preference will be given to those having knowledge of an African language or any European language besides English.

The prescribed application forms for the posts -except those of Research Assistants) may be had from the Registrar's Office either personally or by sending a self-addressed envelope with stamps worth Rs. 0.70 Paise to cover postage. Applications for the post of Research Assistants may be made on plain paper.

Applications on the prescribed form alongwith the attested copies of the degrees should reach the Registrar, University of Delhi, Delhi-7, not later than 15*th June*, 1967.

The selected candidates will be required to produce the documents in original relating to their qualifications and experience etc. before the offer is made to them.

Note : Relaxation of any of the qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidates will disqualify.

(Sd.)
Registrar

UNIVERSITY OF RAJASTHAN

Applications on prescribed form (obtainable from the Registrar's office on pre-payment of Rs. 4/- in cash or through a crossed Postal Order drawn in favour of the Registrar) are invited for the following posts:—

1.**CONTROLLER OF EXAMINATIONS**: Scale Rs. 900—50—1400.

Minimum Qualifications :

A graduate with considerable experience of educational administration and /or teaching and about 10 years' first hand experience of conducting examinations in a University or Educational Board or institution in a supervisory capacity.

Desirable: Master's degree or Research qualifications and familiarity with problems of examination reform.

Age: preferably below 50 years.

2. **DEPUTY REGISTRARS**: Scale Rs. 700—40—1100.

Minimum Qualifications:

A Graduate with about 10 years' educational experience of administration and/or teaching preferably in a University, and first hand experience of at least five years of affiliation and inspection, meetings or examination (including Research) or Planning and Development, or Administration or Accounts and Finance in a Supervisory capacity.

Desirable : Master's Degree or research qualification.

Age: preferably below 45 years.

3. **ASSISTANT REGISTRAR (EXAMS)** Scale Rs. 400—30—640—40—800

Qualifications:

Graduate with considerable office experience with first hand experience of at least five year's of conducting examinations in a Univeristy or Educational Board, experience of dealing with admissions, registation and other allied matters.

The posts carry benefits of P.F.,D.A., Leave and House Rent according to University rules. Appointment on Probation for one Year Qualifications are relaxable at the discretion of the selection Committee. Higher start possible in the case of deserving persons possessing special qualifications or outstanding experience. Knowledge of Hindi desirable. Applications with attested copies of certificctes and testimonials should reach the Registrar by name (through proper channel in the case of those already in service) on or before 17th June, 1967. Convassing in any form will be a disqualification.

C.L. SINGHAL
Registrar.

UNIVERSITY OF BOMBAY

Centre of Postgraduate Instruction & Research

and

Centre of Historical Research Panaji, Goa.

Applications are invited for the following *temporary* posts in the Centre of Postgraduate Instruction & Research and Centre of Historical Research, Panaji, Goa :—

Centre of Post-graduate Instruction & Research

1. Professor/Reader in Economics
2. Reader/Lecturer in French
3. Reader/Lecturer in Latin
4. Reader/Lecturer in Portuguese
5. Reader/lecturer in English
6. Reader/Lecturer in Economics
7. Reader/Lecturer in Mathematics
8. Reader/Lecturer in Chemistry
9. Reader/Lecturer in Philosophy
10. Lecturer in Spanish
11. Lecturer in Italian
12. Lecturer in French
13. Lecturer in Hindi

Centre of Historical Research

1. Professor/Reader in History
2. Reader/Lecturer in History

The alternative posts of Readers/ Lecturers will be filled up if candidates with suitable qualifications are not available for the higher posts.

The grades of the posts are—Professors—Rs. 1000—50—1500; Readers —Rs. 700—40—1100 and Lecturers—Rs. 400—30—640-EB—40—800 (without allowances). A higher starting salary may be given to a person possessing high qualifications. The tenure of the posts is up to 19th June, 1968, in the first instance.

An applicant for a Professor's post must be a scholar of eminence, must have to his credit independent research work of recognised merit and must possess experience of teaching post-graduate classess and guiding advanced research for a considerable period.

An applicant for a Reader's post must have a good academic record with a first or a high second class Master's degree, a wide background and general competence in the subject, must have done independent research work of recognized merit, and must possess considerable experience of teaching post-graduate classes and of guiding and conducting research work or must be a scholar of eminence.

An applicant for a Lecturer's post should possess a good academic record with a first or a high second class Master's degree. Experience of teaching post-graduate classes and of guiding and conducting research work will be an additional qualification.

Eight copies of the application in the prescribed form, which can be had from the Registrar, should be submitted so as to reach the Registrar, University of Bombay, Bombay-1, on or before 10th *June*, 1967.

A candidate called for interview will be paid Second Class (Mail) fare from the registered address to Bombay and back or the actual fare incurred whichever is less.

T.V. CHIDAMBARAN
University Registrar.

M.S. UNIVERSITY OF BARODA

Applications are invited for the following posts in the Faculty of Home Science of this University :

1. PROFESSOR OR READER IN FOOD AND NUTRITION:

Qualifications:

(1) Ph.D. of a Statutory University with B.A. or B.sc., and M.A. or M.Sc. (by papers) with Foods & Nutrition sa major subject OR (2) Ph.D. of a Statutory University with B.A. or B.Sc. in the first class with Food & Nutrition as major subject. OR (3) Second Class M.A. or M.Sc. (by papers) with Foods and Nutrition as major subject with an additional qualification (not lower than Second Class Honours Degree) from a foreign Univeristy of repute OR (4) First Class M.A. or M.Sc. (by papers) with Food and Nutrition as major subject of a Statutory University or First Class B.A. or B.Sc. (Hons). with Foods & Nutrition as major subject of any foreign University of repute. OR (5) Ph.D. of a Statutory University and Second Class B.A. or B.Sc. with Foods and Nutrition as major subject OR (6) Second class M.A. or M.Sc. (by papers) and Second Class B.A. or B.S.c. with Foods and Nutrition as major subject. The candidates must have done major in Foods & Nutrition and minor in Biochemistry or Chemistry in Post-graduate degree with B.Sc. in Home Science or equivalent qualification.

Essential: (1) For Professorship—At least ten years' teaching experience in a Home Science College some of which must be at the Postgraduate level. (2) For Readership—At least five years' teaching experiences in a Home Science College some of which must be at the Post-graduate level.

2. READER IN HOME MANAGEMENT:

Qualifications:

(1) Ph.D. of a statutory University with B.A. or B.Sc., and M.A. or M.Sc. (by papers) with Home Management as Major subject or (2)Phl.Dl of a Statutor University with B.A. or B.Sc. in the First Class with Home Management as Major subject OR (3) II Class M.A. or M.Sc. (by papers) with Home Management as Major subject with additional qualification (not lower than second class Honours Degree) from a foreign University of repute OR (4) First Class M.A. or M.Sc. (by papers) with Home Management as Major Subject of a Statutory University OR First Class B.A. or B.Sc. (Honours) with Home Management as Major subject of any foreign University of repute OR (5) Ph.D. of a Statutory University and Second Class B.A. or B.Sc. with Home Management as Major subject OR (6) Second Class M.A. or M.Sc. (by papers) and Second Class B.A. or B.Sc. with Home. Management as Major subject

Essential: A degree in Home Science or equivalent qualification with at least five years's teaching experience in a Home Science College some of which must be at the Post-graduate level and also of having done research work.

General Instructions

Grades: (1) Professor : Rs. 1000—50—1500. (2) Reader: Rs. 700—40—1100. Candidates already in employment should apply through their present employers and send an advance copy on plain paper together with other 5 copies if in the prescribed form. Candidates called for interview will have to come at their own expense. Incomplete applications, those on plain papers and those received late will not be considered. Applications in the prescribed form available from the Registrar's Office, on receipt of a Crossed Postal Order of Rs. 5.00 should reach the Registrar M. .S. University of Baroda, Baroda-2 on or before the 19*th June* 1967.

B.K. ZUTSHI
University Registrar

BANGALORE UNIVERSITY

Notification

Applications are invited for the following posts in the University.

Civil Engineering Department:

1.	Professor.	..	Two
2.	Reader.	..	Two
3.	Lecturers.	..	Four

Mech. Eigineering Department:

1.	Prof;sor	..	One
2.	Reader	..	Two
3.	Lecturers	..	Six

Elec. Engineering Department:

1.	Professor	..	Two
2.	Readers	..	Three
3.	Lecturers	..	Five

Applied Mechanics

1.	Professor	..	One
2.	Workshop Superintendent	..	One

Architecture:

1.	Reader	..	One
2.	Lecturer	..	One

Post-Graduate Department: (Civil Engineering)

1. Reader

(Soil Mechanics and Foundations Engineering) .. One

2. Lecturer (Structural Engineering) .. One

Scales of Pay:

1. Professor	..	Rs. 1,000-50-1500
2. Reader	..	Rs. 600-40-1000-50/2-1150
3. Lecturer	..	Rs.350-380-30 590-EB-30-770-40-850, with a starting salary of Rs. 410/- Per month.
4. Workshop Superintendent	..	Rs. 600-40-1000-50/2-1150.
5. Reader. (P.G. Department)	..	Rs. 700-50 1250·

Qualifications:

Professor: (*a*) *Essential*: A first or Second Class Master's Degree in Engineering. Ten years experience of teaching degree or Post-graduate classes and capacity to carry out independent research work and to guide students for research degree.

(b) *Professional Experience*: 3 years.

(*c*) *Desirable*: Publication of works of High Standard or Research Degree.

Professor: (Applied Mechanics) A first or Second Class Masters' Degree in Engineering Mechanics with basic degree in Civil Engineering. Ten years experience of Teaching degree or Post-Graduate Classes and capacity to carry out independent Research and guide students for Research Degree.

Reader: (*a*) First or High Second Class Masters' Degree in appropriate branch of Engineering.

(*b*) Professional Experience: 3 Years.

(*c*) Teaching Experience: 5 years.

Workshop Superintendent: A degree in Engineering with a minimum experience of 5 years in maintenance of workshops. Should have experience in Erection and repair of Machinery. Teaching Experience desirable.

Lecturers:

(*a*) A degree in Engineering /Masters' degree, preferably a first class in the appropriate branch of Engineering.

(*b*) Professional Experience: 3 Years.

(*c*) Teaching Experience: 2 Years.

Reader in Architecture:

Degree of Recognised University or Institute in Architecture with 5 years Professional Experience.

Desirable: Corporate membership of a Professional Institution. Teaching experience for at least two years.

Lecturer in Architecture:

Degree of a recognised University or Institution in Architecture with 2 years of Profesiosnal Experience.

The prescribed application forms can be obtained from the under-signed on payment of Rs. 2/- in cash or Money order or by crossed postal order payable to the Registrar, Bangalore University, Bangalore with a self addressed envelope or duly stamped with 25/- p. stamp.

Qualifications can be relaxed or higher start allowed if warranted by qualifications or experience.

The last date for receipt of requisitions for application forms is 12-6-1967.

Six copies of the application giving full particulars regarding age, Academic qualifications, experience in teaching, record of research if any with copies of at least two testimonials (one of which should be from the Head of the Institution, if any, where the applicant is now serving or served last) attached to each application, should be sent so as to reach the Registrar, Bangalore University, Bangalore on or before the 27th June, 1967. Copies of testimonials if any which will not be returned may be sent enclosed to the application. Those who are in employment should send their applications through their present employer.

Canvassing direct or indirect will disqualify a candidate.

No T.A. or D.A. is admissible for attending the interview.

Sd/-
P. MATHIRARJU NAPPA
REGISTRAR

UNIVERSITY OF BOMBAY

Department of Sanskrit

Applicants are invited for the post of Professor of Sanskrit in the University Department of Sanskrit. The Professor will also be the Head of the Department. The grade of the post is Rs. 1000—50—1500 (without allowances). A higher starting salary may be given to a specially qualified candidate. The post carries the benefits of Provident Fund.

Applications must be scholars of eminence, must have to their credit independent research work of recognized merit and must possess experience of teaching post-graduate classes and guiding advanced research for a considerable period. The Professor will be required to guide and conduct research and to give instruction to post-graduate students.

Eight copies of the application in the prescribed form, which can be had from the Registrar, should be submitted so as to reach the Registrar, University of Bombay, Bombay-1, on or before 10*th June*, 1967.

A candidate called for interview will be paid Second Class (Mail) fare from the registered address to Bombay and back or the actual fare incurred whichever is less.

T.V. CHIDAMBARAN
University Registrar.

Sd/-
P. MALLIKARJUNAPP
REGISTRAR

ALIGARH MUSLIM UNIVERSITY

Applications are invited on the prescribed form for the following posts :—

(Institute of Islamic Studies)

1. PROFESSOR OF WEST ASIAN STUDIES :
Scale Rs. 1100-50-1300-60-1600.

(*a*) A first or high second class Master's degree of an Indian University or an equivalent foreign qualification (*b*) A research degree of Doctorate standard or published work of a high standard (*c*) At least ten years experience of teaching post graduate classes and guiding research (*d*) Adequate knowledge of modern Arabic and the history and culture of West Asia (*e*) Special knowledge of modern social, cultural, economic or political trends in West Asian countries and the U. A. R.

Note : Advance increments in the scale may be given to a highly qualified and experienced scholar.

2. READER IN TURKISH STUDIES
Scale Rs. 700-50-1250 plus D. A.

Ordinarily required : (1) M. A. in Islamic Studies, Islamic Culture or Islamic History and Culture—first or second division (2) Research Degree in Turkish History or Turkish Literature or published work of a high standard in one of these fields (3) Adequate knowledge of Turkish (4) Experience of teaching and/or research for atleast five years.

Note : Candidates interviewed may be paid contribution towards their T.A. equal to one single second class Railway fare only.

Prescribed application forms and instructions may be had from Registrar by sendin g self-addressed envelope 9″ X 4″.

Last date of receipt of applications 30 June 1967.

Incomplete applications and those received late shall not be considered excelt by special permission.

(sd)
Y. D. KHAN
REGISTRAR

PUNJABI UNIVERSITY, PATIALA

Applications are invited for the following appointments at the Punjabi University. Patiala :

The Guru Gobind Singh Chair of Comparative religion

Professor (Rs. 1000-50-1500): An eminent scholar in the field of religion and philsophy with postgraduate degree in any field of the humanities/Indian Philosophy/Comparative Religion. Persons having specialized knowledge of the evolution of religious thought will be given preference. Published work of outstanding merit in English and Indian languages on subjects re-

lating to comparative study of world religions, theology and philosophy will be given weightage. Knowledge of classical languages such as Sanskrit, Pali and Arabic will be an additional qualification.

SENIOR RESEARCH FELLOW

(Rs. 700-40-980-EB-40-1100): At least a second class M.A. in Sanskrit/Pali/Arabic/Punjabi and/or Philosphy with specialized interest in any of the major world religions such as Hinduism, Christianity, Islam, Buddhism and Sikhism. Aptitude for rexearch in the field of relgion and philosophy as evidenced by published work of recognized merit will be essential.

Higher starting pay in the grades admissible depending upon qualifications and experience.

House rent, Dearness allowances, Provident Fund and medical facilities according to University rules.

Applications, on plain paper, stating full particulars regarding age, academic qualifications with division or class secured in each examination. field of specializtion, experience of teaching and record of research, along with copies of publications, University certificates and testimonials, etc., should reach the Registrar by *June* 20, 1967.

Registrar

RAVISHANKAR UNIVERSITY RAIPUR

Applications are invited on the prescirbed forms (seven copies) obtainable from the Registrar, on payment of Rs. 5/- by crossed postal order for the post of Registrar, in the scale of pay Rs. 1000-50-1500/-.

Minimum Qualifications :

(*i*) Atleast a Masters' Degree of an Indian University or equivalent qualifications.

(*ii*) At least ten years' teaching and/or administrative experience as an Officer in a University or an institution of the status of a University or in Government service.

(*iii*) Proficiency in Hindi as the language of office work is Hindi.

Applications alongwith copies of testimonials should reach the Registrar on or before 18.6.1967. Those who are in employment should submit their applications through proper channel.

The applicants called for interview will have to bear their own expenses.

K.P. CHAUBE,

Registrar

OSMANIA UNIVERSITY

Applications, in the prescribed form, together with the Registration fee of Rs. 5.00 in respect of posts Nos. 1,2 and 4, and Rs. 2.00 in respect of posts Nos. 3 and 5, are invited for the following posts in the I.C.A.R. Schemes noted below, so as to reach the undersigned on or before 16.6.1967.

Scheme :

A. STRONTIUM 90

1. Senior Scientific Assistant 1 Post
2. Radiation Protection Officer 1 Post
3. Technician 1 Post

Scheme

B. PHYSIOLOGICAL STUDIES ON THE ERYTHROPOIETIC FACTOR IN ANAEMIC CATTLE ETC.

4. Bio-Chmist 1 Post
5. Technician 1 Post

Qualifications :

Post No. 1 Senior Scientific Asistant:

Essential: (*i*) At least a SECOND Class M.Sc. in Zoology from a recognized University.

(*ii*) At least ONE year's experience of research in Radio-Isotope work, preferably on Strontium 90 or Phosphorous 32.

Desirable : Persons with specialization in Marine Biology will be preferred.

Post No. 2 : Radiation Protection Officer :

(*i*) At least a SECOND Class M.Sc. in Zoology from a recognised University.

(*ii*) Should have undergone one year's training course of Radio-Biological Physics at the Atomice Energy Establishment, Trombay. Bombay. (Bhabha Atomic Research Centre).

(*iii*) At least ONE year's experience of research in Radio—Isotope work and in Auto-Radiography.

Post No. 3 Technician :

(*i*) A pass in P.U.C. with Physical or Biological Science or its equivalent

(*ii*) At least one Year's experience in the maintenance of mice colonies.

Note : Must be Domiciles of Telangana Region.

Post No. 4 Bio-Chemist :

(*i*) At least a Second Class Master's Degree in Bio-Chemistry, Organic Chemistry, Zoology or Botany, from a recognised University, with at least Second Class at Bachelor's Degree level.

(*ii*) Specialisation in Isolation and Purification of Enzymes or Harmones.

(*iii*) Experience of research of two years in the Isolation and Purification of Enzymes or Harmones.

Note : Candidates with a Doctorate Degree with the above specialization will be preferred.

2. Candidates who posses Doctorate Degree will be exempted from the condition of Second Class at the Bachelor's Degree level.

Post No. 5 Technician :

(*i*) A pass in Matriculation examination or its equivalent.

(*ii*) Knowledge in Maintenance of Mice Colony.

Note : 1. Preference will be given to those who have passed P.U.C. examination.

2. Must be domiciles ot Telangana region.

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L. B. DESHPANDE,
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3. *In Architecture* : 2nd class degree in Architecture/Architectural Engg. OR 1st class Dip. in Architecture/ Architectural Assistantship with 5 yrs. professional/ teaching experience.

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6. *In Costume Design & Dress Making* : 2nd class degree in Home Science with 2 yrs. profession alperience of which one yr. should be, preferably, in teaching OR 1st class Post-Matric 3-yr. Dip. in Costume Design & Dress Making with 5 yrs. professional/teaching experience.

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VI. INSTRUCTORS IN ELECTRONICS ENGG.: (preferably women; experience relaxable)—Scale 160—300 plus D.A.

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Note :—Candidates interviewed may be paid single 2nd class Railway fare.

Prescribed application forms & instructions may be had from Registrar by sending self-addressed envelope 9" x 4".

Last date of receipt of applications 25 June, 1967. Incomplete application and those received late shall not be considered except by special permission.

Dy. Registrar.

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Mathematics		Bombay
Chemistry		Bombay, Mysore
Philosophy		Bombay
History		Bombay
Food & Nurition		Baroda
Home Management		Baroda
Engineering (Civil, Mech., Elect., Electron.)		Bangalore, Aligarh
Architecture		Bangalore, Aligarh
Soil Mechanics & Foundation Engineering		Bangalore
Costume Design & Dress Making		Aligarh
	Lecturer	
Geology		Delhi
Mathematical Statistics		Delhi
Costume Design & Dress Making		Aligarh
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Economics		Bombay
Mathematics		Bombay
Chemistry		Bombay
Philosophy		Bombay, Mysore
History		Bombay
Engineering (Civil Meh., Elect., Radio)		Bangalore, Aligarh
Architecture		Bangalore
Structural Engineering		Bangalore
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Line communication		Aligarh
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THE RIGHT OF AFFILIATION

State versus Universities

WHO has the right to grant affiliation to a college ? Is it the right of a university to do so or does the State Government have the right to over-ride a decision taken by a university?

These are no idle questions. Universities are faced with them every now and then. The most recent disagreement in this regard has been reported from the state of Gujarat.

As a statement by the Vice-Chancellor of Gujarat University (given elsewhere in this issue) would indicate, the Government of Gujarat vetoed a decision taken by the Senate of Gujarat University in refusing affiliation to a certain college in Ahmedabad. This has been resented by the Vice-Chancellor and the Syndicate of the university. The matter also became a subject of discussion in the press and on the platform.

Since the issue was of much greater significance than the State Government exercising its right to veto a recommendation made by the University Senate, the Vice-Chancellors of all the universities in Gujarat came together at Vallabh Vidyanagar, seat of Sardar Patel University, and went on record asking the State Government to respect the decision taken by a senate of the university on such a crucial question as the right of the university to decide which colleges will be affiliated to it and which ones will not be affiliated to it. This meeting of the Vice-Chancellors went a step further and suggested that the University Acts should be amended so as to vest this power in the University, without any right to the State Government to veto such a decision.

It can be nobody's contention that the State Government should have no right to have a say in the matter. Indeed it has every right, particularly as, in most States, a decision like this would have financial implications as well. As long as finances come from the State Government, it has obviously every right to have a say in the matter. But beyond its financial stake, the State Government should not exercise such powers. Apart from several other considerations, it just does not have the requisite competence to be able to exercise these powers. It is only the university which by virtue of its experience and technical knowledge can decide what are those conditions which a new college must fulfil and to what extent those conditions have been fulfilled or otherwise.

Gujarat is by no means the only state in the country where such a situation has arisen. In several other states there have been cases where the universities have taken a decision which in turn has been overruled by the State Government. There is one significant difference, however. In the case of Gujarat all the Vice-Chancellors are united on this point and, what is more, they have gone on record opposing the exercise of this power by the State Government. This is a significant development and the whole country will look forward to the outcome of this argument between the universities and the State Government.

While all those who have the good of the universities at heart will lend unqualified support to the stand taken by Gujarat University, it is to be hoped that all those connected with higher education including the teachers and the UGC will also take a firm stand in the matter. Under its statutory powers to coordinate and maintain standards, the UGC will be perfectly within its competence to advise the State Government to amend its various University Acts so that the power to affiliate will statutarily belong to the universities. The teachers too have a significant role to play in awakening the academic conscience of the country. Even though they may not be organised on an all-India basis it is possible for them to express their opinion in the matter on a more localised basis, and it is time this were done, indeed done vigorously.

—**Amrik Singh**

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NEHRU AWARD FOR BEST ESSAY

An award in memory of the late Mr. Nehru to be conferred for the best essay on Indo-German cultural relations has been announced.

The annual award to be known as "Nehru Award of the Federal Republic of Germany" shall comprise a deed of investiture and an amount of DM 3,000 (about Rs. 5,800).

Indian nationals teaching in universities and colleges are entitled to compete for it.

The easy may be written in German, Hindi or English.

The Vice-Chancellor of Delhi University assisted by a panel of specialists shall evaluate the essays.

Further information can be had from the Registrar of Delhi University.

An experiment in self-discipline

Banaras University launches Students' Committees

The Banaras Hindu University has introduced a scheme "whereby all matters relating to students' affairs and maintenance of discipline would be decided by the students themselves."

Dr. K.N. Udupa, Rector of the University, has given details of the scheme in his report on the working of the university presented to the first meeting of the Court constituted under the Banaras Hindu University Act, as amended by the Amendment Act of 1966 and the statutes thereunder.

The scheme provides for the formation of five Committees, viz 1) Students' Affairs Committee in each hostel, 2) Students' Affairs Committee in each college, 3) University Council of Students' Affairs, 4) Students' Council of Honour, and 5) Students' Court of Honour.

The first two committees would suggest measures for improving the available facilities in the hostels, review from time to time the needs of students and devise ways and means of maintaining a peaceful atmosphere in the hostels and colleges, conducive to their study.

The recommendations made by the Hostel and College Committees shall be considered by the University Council of Students' Affairs and the Council shall also provide for necessary funds to meet the needs of the students.

The Students' Council of Honour would be a representative body of all students of the constituent colleges and hostels, delegacies and the Students' Unions. The primary function of the Students' Council of Honour would be to maintain the honour of the university, find ways and means for the maintenance of discipline, bring about amicable settlement of all differences defaults, and indiscipline and to take precautionary measures for disciplined behaviour of the students. The members of the Students' Council of Honour have the status of Assistant Proctors of the University.

Court of Honour

The Court of Honour comprises of seven judges elected from the Students' Council of Honour. One of them acts as the Chief Judge. A bench of three judges constituted by the Students' Court of Honour deals with all cases of indiscipline referred to it by the Students' Council of Honour. However, in special circumstances, the full bench of seven would try the cases of indiscipline. The judgements delivered by the Students' Court of Honour, after approval by the Vice-Chancellor, are communicated to the students concerned under the seal of the Students' Court of Honour.

MY VIEWS

by

Albert Einstein

All the important articles of Einstein published in the book-form during his life time on freedom, religion, ethics, education, politics, economics have been included in this volume and some more articles written by him during his later years have also been incorporated to make it up-to-date. A few essays in this book have never before been published in book-form in any language of the world.

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G. S. Mahajani
Vice-Chancellor,
University of Udaipur

A PRACTICABLE PATTERN OF THE TUTORIAL SYSTEM

IN 1950 the B.B.C. arranged six talks on 'the idea of a University.' The speakers were—Michael Oakshoot, Lord Lindsay of Birker, Roy Pascal, C.R. Morris, P.M.S. Blackett and Sir Walter Moberly. From all of them one conclusion emerged-that the university has to be a place of conversation. This raises two fundamental questions: First, what is to be the language of conversation ? Secondly, how best to promote this conversation? The first question was dealt with by the present writer in *The Language Policy In Education* (University News, April-May, 1964).

In this article, we address ourselves to the second question.

The main obstacle in the promotion of effective conversation—a dialogue between 'teacher and teacher, teacher and students, student and student'-- the main obstacle is the pressure of numbers. We have now to evolve a new technique to solve the problems presented by the explosion of students. Big institutions and large numbers are going to be the order of our times and we need not get scared by the fact.

Take the example of the Army. Though the peace-time army of a nation is increased enormously in war, the efficiency and discipline do not suffer—precisely because the basic unit, the *section*, remains the same. The efficiency and discipline of the entire force derive from the *indivisibility* of the section and the *continued* contact between the section leader and his men, unbroken over long periods in operations as well as in training. We can follow almost exactly the same principle in our educational institutions.

The Pattern

The principal of a college should divide all students of the first two years in his institution into batches of not more than twenty each. Every batch of group should then be given in charge of a staff member to be called a tutor. It is not necessary that only senior members should be appointed. If in the Army the section leader is only a cadet, even a junior lecturer can function as a tutor/adviser.

Under this scheme the enrolment form of every student will have a column to indicate his tutor and no tutor's name will figure in more than twenty enrolment forms at the most. Thus every teacher is made morally responsible for the welfare of the student (not more than 20) committed to his care.

The Working

In the army the section leaders are first trained for their job in a special cadre camp of two to three weeks. Similarly, all teachers, juniors especially, should be given an orientation course. Thus the pattern we suggest has two aspects, viz.,

(*i*) Organization of the teacher-student community into a structure of *indivisible* tutorial cells or groups—each comprising one teacher and not more than twenty students.

(*ii*) Training of teachers through some orientation or refresher courses to ensure that they will effectively function as tutors/advisers.

It is suggested that the tutor of a group should keep in touch with his students by holding a group discussion once in a fortnight (if not in a week). Topics for discussion should be chosen wisely. They need not refer to examinations—their objective should be to widen and elevate the minds. To put it in an extreme way, if the speaker of Parliament is one who does not speak, our tutor here is one who does not teach. He is as it were a guide, a friend and the local guardian.

Advantages

a) The mere fact that a student will be meeting his tutor regularly every fortnight/week in an atmosphere of informality and will be participating in discussions, will give him the *motivation* to make the most of the University life.

b) Topics for discussion can be chosen so as to restore the balance between humanities and sciences. They can be chosen to promote general education

c) It is even possible through these discussions to develop in the group a proper sense of values. The tutor will only show the green or the red signal as views are expressed.

d) As Dr. Livingstone observed "Nothing—not all knowledge in the world —educates as the vision of greatness'. Newman also said that the world needs leaders who are literally 'magnanimous' or large-minded : and this large-mindedness results from a sense of perspective which comes from frequently visiting the mountain peaks of human thought and action. But these mountain peaks are to be found in the regions of history, poetry, art, literature and mythology—scattered in the geography of space and time. It is the function of the tutor to get acquainted with these mountain peaks of human achievements and convey to the students visions of greatness. The group-discussions afford excellent opportunities to do this.

e) We often read of various surveys conducted to find out conditions of university students regarding health, economic conditions, aptitudes, likes and dislikes and so on. The results of such *ad hoc* surveys suffer from the fact that very often there is non-response or that the data are incomplete and not always accurate. Now in our tutorial system, tutors will gather complete information regarding their students through their talks and interviews. These notebooks of tutors regarding students in their charge will afford all help in any socio-economic survey to be

conducted. The data will be far more reliable than when collected through *ad hoc* surveys.

f) In all educational schemes of any excursions, cultural delegations, social service camps, etc. the tutorial groups will act as individual units. Even if all members cannot participate in an event, those that do will be appropriately briefed by the group-tutor.

g) Class-room lectures are a one-sided affair. The teacher lectures, students listen and there is no conversation. But in a group discussion, there is commerce between mind and mind, impact of mind on mind and that promotes education. Mathew Arnold tells us that in ancient Athens, the culture of the people had reached a high level and their education came not through books or schools but through discussion. Our ancients also knew the secret of education. That is exactly why their convocation address began with : Meet Together; Talk Together.

What can this pattern of the tutorial system accomplish?

(A) At the least, the tutor will succeed in giving to his students the motivation by

(*i*) assisting them in the choice of subjects.

(*ii*) by checking that they are not lagging behind in attendance in class or in N.C.C.

(*iii* attending to their difficultics regarding health, lodging.

(*iv* by securing from the Principal extension of time to pay fees, etc.

(B) At the best, the tutor can widen and elevate the minds of their students through discussion on tcpics such as India and her neighbours, A-bomb and H-bomb, the three Five-Year Plans and their broad objectives, respect for the rule of law, respect for women, evil of ticketless travel, cultivation of civic virtues, etc.

One last word before closing. The scheme is inexpensive. It does not need much extra staff. For, in all institutions, the ratio of teachers to students of the first two years is not today worse than one to twenty. Some finance should be provided to arrange the orientation courses for teachers and if possible providing simple tea at some of the group discussions.



PACT SIGNED : The representatives of India and the US signing the $ 12 million education loan agreement.

U.S. Education Loan to India

The United States and India signed a $ 12 million (Rs. 9 crores) loan agreement to assist Indian education. The loan will be used principally to support the Science and Technology Education Improvement Programme in India.

The new loan will provide laboratory equipment, books, films, projectors and other educational supplies required by teachers of secondary schools, polytechnics and colleges in Science, Mathematics, Engineering and Technology. With the loan, the Government of India plan to implement an expanded follow-up programme to ensure that the new teaching methods developed in the Summer Science Institute are applied at school and college level.

A third of the loan will be used to proviede laboratory and wokshop equipment and other teaching aids to the 135 engineering colleges in India. Similar supplies will also be made available to 270 polytechnics. A part of the plan has been set aside for equipment and other supplies required by the four regional colleges for secondary school teachers located at Ajmer, Bhubaneswar, Bhopal, and Mysore.

The United States is also providing technical assistance for these institutions with the aid of resident teams from the Ohio State University.

The Syndicate of the **Annamalai University** has accepted in principle the introduction of a shift system to facilitate the intake of an additional 300 students in the pre-university class.

It is reported that the Vice-Chancellor has been asked by the Syndicate to work out the details of the implementation of the shift system in consultation with the Deans and Heads of Departments in the university. The government would be approached for necessary assistance to meet the additional expenditure.

Bangalore University has decided to adopt Kannada as an alternative medium of instruction at the PUC stage with effect from the coming academic year.

English will be introduced as an additional elective subject at the pre-university level for Arts students.

From 1968 a special diploma course in English of nine months' duration will be offered to students studying with Kannada as the medium of instruction.

Bombay University is likely to introduce Oceanography as a subject in the courses of the university.

Delhi University introduces a two-year M.A. course in Business Administration from August this year. Thirty graduates will be admitted to the course.

The university is thinking of laying down uniform rules for the promotion of students from the first year to the second year classes of B.A. (Pass), B.A. (Hons), B.SC. (Gen). and B.Com. At present there is variation in the rules followed in this behalf from college to college.



UNIVERSITY OF JAMMU & KASHMIR : Dr. Karan Singh, Union Minister for Tourism and Civil Aviation, accompanied by Vice-Chancellor J. N. Wazir proceeding to the dais to conduct the Convocation.

CAMPUS NEWS

A mountaineering club for the university students is to be set up shortly. Colleges, too, will have their own mountaineering or trekking clubs affiliated to the University Club. Membership will be open to teachers, research scholars, students of faculties, departments and halls of residence.

Dr. Tawde reappointed

Marathwada University : Dr. N. R. Tawde has been reappointed Vice-Chancellor of the University for another term of three years, w.e.f. June 19, 1967.

The Academic Council of the **Mysore University** has decided that Honours courses at the first degree level in the faculties of Arts and Science be instituted from the academic year 1968-69.

The recommendation of the Faculty of Arts to rename the Department of Indology as the Department of Ancient History and Archaeology was also accepted by the Academic Council of the university.

The Academic Council of **Nagpur University** has decided that instruction in Moral Education may be introduced in the university departments and colleges.

HIGHER EDUCATION IN PARLIAMENT

Translation of books—Pay scales of University teachers —Students' guidance centre—Foreign students

A total of 553 standard books of University level in different subjects relating mainly to science, technology, engineering, social sciences and humanities have so far been approved for translation and publication in Hindi and other Indian languages.

Out of these, 102 titles have been published (82 in Hindi and 20 in regional languages) and 67 books are either in the process of printing or ready to be sent to the press. The remaining books are at various stages of preparation.

So far as popular books are concerned, 237 titles have been approved for publication, out of which 49 have already been printed, 7 are in the press and the remaining are at various stages of production.

The scheme relating to production, publication and translation of standard works of university level is being implemented by the Commission for Scientific and Technical Terminology in collaboration with various universities and other academic bodies. The scheme relating to popular books in collaboration with private publishers is being handled by the Central Hindi Directorate.

The main reasons for the slow progress of the scheme are :

(*i*) delays and difficulties experienced in obtaining copyrights from the foreign publishers,

(*ii*) printing delays, and

(*iii*) lack of competent translators, original writers and vetters. Every effort is being made to accelerate the pace of work by eliminating administrative bottlenecks and printing delays. To avoid dependence on foreign publishers, greater emphasis is now being laid on preparation of original books and for this purpose an extensive search for talent is being made.

Science Colleges in Delhi

At present there is shortage of seats for Science degree courses in Delhi colleges.

The Delhi Administration proposes to introduce Science courses in two new colleges to be started this year. The Delhi University is also exploring the possibility of starting evening classes for B.Sc. (Genl.) Group 'A' in two colleges, and of increasing the number of seats in the existing colleges.

New I.I.T. : A request for establishment of an Indian Institute of Technology has been received from the Government of Kerala.

At present, there is no proposal to open any new Indian Institute of Technology anywhere in the country. According to the estimates of man-power requirements of the country as a whole for the next ten years, the facilities already created at the Degree and the higher levels, are sufficient to meet the demands of the country for the fifth and sixth Plans.

In view of this, there is no proposal for any significant expansion at the Degree level

Centre for Research in Modern Indian History

THE centre will function as part of the activities of the Nehru Memorial Museum and Library.

The research centre proposes to include the following:

Library of books, pamphlets, newspapers, periodicals, microfilms, still photographs, motion pictures, sound recordings, etc. bearing on the history of modern India, with special reference to the freedom movement.

Collection of manuscripts including private papers of eminent Indians who played significant role in any aspect of the development of the country and records of various organisations and associations, particularly those which were connected with the Indian national movement.

Oral information, particularly the reminiscences of eminent Indian leaders recorded specially for the Nehru Memorial Museum and Library.

Providing facilities for research scholars and also to promote research in modern Indian history with special reference to the history of freedom movement by instituting fellowships, holding seminars and lectures, and

Publication of the research work done at the centre.

The Nehru Memorial Museum and Library proposes to open the research material for use of scholars in November, 1967.

during the fourth Five-Year Plan. Moreover, establishment of an Indian Institute of Technology needs not only a heavy outlay but also considerable amount of foreign exchange which cannot be found from the present allocation of resources for education.

Three-Language Formula : The three-language formula as approved by the Chief Ministers in 1961 has been accepted in principle by all states except Madras which provides for the teaching of Hindi on an optional and not on a compulsory basis.

In the Hindi-speaking States, the third language studied by the vast majority of students in practice is Sanskrit and not a modern Indian language as required by the formula.

In some of the non-Hindi speaking States, the status accorded to Hindi is not the same as that of other subjects.

Pay Scales of University Teachers

The recommendations of the Education Commission regarding revision of salary scales of University and College teachers are identical to those recommended by the University Grants Commission earlier. The scales recommended by the University Grants Commission have so far been implemented by the States of Assam, Andhra Pradesh, West Bengal and U. P. The proposals from the Governments of Madras, Kerala, Maharashtra, Gujarat and Jammu & Kashmir are under consideration. Proposals from other state governments are awaited. The Government of Nagaland has informed that the present scales compare favourably with the U. G. C. scales.

The Central Government provides assistance to the State Governments to the extent of 80 per cent of the additional expenditure involved in implementing the scheme.

In some of the States such as Assam, Andhra Pradesh, Mysore, Madras, Kerala, Maharashtra and Gujarat the scales of pay/emoluments of certain categories of teachers are as good or even higher than those recommended by the Education Commission. In other cases the improvement of salary scales will depend on the final decision on the recommendations of the Education Commission, which are still under consideration. It should be mentioned that in the Fourth Plan there is no provision for Central assistance to State Governments for the purpose.

Students' Guidance Centre

FINANCIAL assistance of over Rs. 1 lakh has been provided by the University Grants Commission to the Baroda and Allahabad Universities for setting up students' counselling and guidance centres.

The centres would enable the students to receive advice and guidance regarding their vocational, educational and personal problems. They are, however not intended to work as alternatives to students' unions in the universities and colleges.

Provision of counselling and guidance facilities was one of the urgent measures suggested by a committee of Vice-Chancellors set up by the University Grants Commission in October 1966 to go into the problem of student unrest. Action to implement this recommendation is required to be initiated by the universities and colleges to whom the report of the committee has already been circulated by the University Grants Commission.

Introduction of a properly organised counselling system in the universities and colleges was also suggested by a committee set up by the U.G.C. under the chairmanship of Dr. T. Sen to suggest ways and means to improve students' morale and discipline in the universities. The Education Commission has also recommended that there should be at least one counsellor for every thousand students.

Fifteen candidates have been selected for the award under the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled tribes, Denotified, Nomadic and Semi-nomadic Tribes for overseas studies. They will be sent abroad when the prescribed formalities are completed and their admissions are arranged.

According to the latest available information 4,662 foreign students, coming from over 50 countries, are studying in our country.

Giving this information in the Lok Sabha, the Union Minister of Education said that a large number of these students were receiving scholarships covering tuition fees, cost of books, study tour expenses, maintenance allowance, cost of travel, etc. Some seats are also reserved in the universities for them and, as far as possible, accommodation was reserved in university and college hostels.

The countries from which these students come include: Aden, Afghanistan, Australia, Belgium, Bhutan, British Guyana, Burma, Combodia, Canada, Ceylon, China, Ethiopia, Fiji Islands France, Germany, Ghana, Indonesia, Iran, Iraq, Ireland, Japan, Jordan, Kenya, Laos, Malaysia, Mauritius, Nepal, New Zealand, Nigeria, Nyasaland, Pakistan, Philippines, Poland, Rhodesia, Rumania, Sikkim, Singapore, Sudan, Tanganyika, Thailand, Tibet, Trinidad, Turkey, U.A.R., Uganda, U.K., U.S.A., U.S.SR., West Indies, Yugoslavia and Tanzania.

ON AFFILIATION OF COLLEGES

Gujarat Vice-Chancellor Explains

With regard to the controversy regarding the right of affiliation, Prof. Umashankar Joshi, Vice-Chancellor of Gujarat University, has issued the following statement :

We have all learnt from the Press today of the State Education Minister's announcement that the Government have ultimately decided to grant affiliation to Shri Prabhudas Thakkar Commerce and Science College for teaching courses leading to the F.Y.B.SC. examination in the Faculty of Science.

While announcing this decision the Education Minister has deviated from the normal practice of issuing Government Notification to make certain statements before the Press.

Public interest

In view of the public interest that this issue has evoked both in the Press, I owe it to them that certain issues be clarified not only in the interest of higher education and maintenance of its standards, but also in the much longer interest of the State-University relationship and the autonomous working of Universities in a democratic set-up.

It will be relevant to recall the history of the affiliation of this College. Originally started as an Arts and Commerce College in 1963, it was split up into two colleges separately of Arts and Commerce faculties and sought to add the Faculty of Science to its Commerce Section in 1964, when the State Government on the recommendation of the University, refused to grant affiliation for the Science faculty on account of its inability to fulfil conditions of affiliation.

This affiliation could eventually commence in 1965, and the record of its working during this two-year period has been revealed through the findings of the various inquiry committees, that the University authorities were obliged to send.

In granting affiliation to this college the Education Minister claims to have relied on the recommendations of the Local Inquiry Committees, of the Academic Council and of the Syndicate, conveniently forgetting that the Senate of the University which is a parent-body of the University comprising the cross-section of the academic world through the representatives of the School and University teachers, headmasters of High Schools, the Principals of the Colleges and registered graduates as also of many representative bodies like the State Legislature, the Ahmedabad Municipal Corporation, the School Boards, etc. has, after full consideration of the recommendations of the Local Inquiry Committees, the Academic Council and the Syndicate, rejected by an overwhelming majority of 71 versus 8, the proposal to renew the affiliation of that College.

Highly misleading

If, therefore, the Education Minister's reliance on the recommendations of these bodies suggests that the University Senate was at variance with its other bodies, the suggestion is, to say the least, highly misleading. If any person cares to see the affiliation proceedings in their entirety and in their correct perspective, it will at once be clear to him that many irregularities and malpractices in the running of the College were revealed to the various bodies in a progressive way, and when at last the matter came up for consideration before the Senate in its meeting held in March 1967, the cumulative impact that these gradual revelations made on it led it to reject the proposal for its affiliation, as mentioned above, by an overwhelming majority of 71 versus 8,

Let it be remembered that

Autonomy of universities is a most important bedrock of democracy and to protect it is the precise duty of a Government

all the members of Local Inquiry Committees, a large majority of the members of the Academic Council and all members of the Syndicate are also members of the Senate, and most of them supported strongly the Senate decision.

It is contended that if the Senate could turn down the opinion of the Syndicate, why can the Government not turn down the decision of the Senate ? The reply is simple. When the members of the Syndicate present at the Senate realised how disappointing the picture of the College was, they changed their opinion. That they were prepared to change their opinion, shows that they had intellectual honesty, which the Government has not displayed.

While they take shelter in respect to the decision regarding the Science Section of the College behind the recommendations of the Academic Council and the Syndicate they did not rely on the resolutions of the Academic Council and the Syndicate in respect to the Commerce Section of the College and instead they accepted the Senate resolution and refused its affiliation, and in doing so they conceded that there was nothing wrong in the Senate reviewing the opinions of the Academic Council and the Syndicate. If the Government had valid reasons for ignoring the opinions of the Academic Council and the Syndicate for the Commerce Section, would those reasons not be equally operative for the Science Section also ?

Furthermore, it is public knowledge that the Syndicate of the University has expressed its strong disapproval of the Government decision to grant affiliation to this College through a resolution passed in its meeting held on 3rd June, 1967.

Puzzling question

Much seems to have been made of the position that the Senate has not given any reasons for refusing affiliation to the College. The statutory procedure governing the proceedings of the meetings of the Senate is that the Senate passes a resolution either accepting or rejecting the proposal, or referring it back and there is no room for citing reasons. These reasons, however, can be found in an ample measure in the reports of the Local Inquiry Committees which constitute a part and parcel of the affiliation proceedings submitted by the University Registrar to the State Government.

The question that still puzzles me is why did the State Government never write to the University for the reasons ? The Inquiry Committee appointed by the State Government also did not write to the University for this. If the Government were not aware of the reasons, how could they decide to refuse affiliation to the Commerce Section ?

It is implicit in this refusal that they have accepted the reasons which weighed with the Senate. In refusing affiliation to the Commerce Section. the State Government must have valid reasons for refusal and they could not be other than irregularities in the running of the College. They have not given reasons, because if they give reasons, their decision for granting affiliation to the Science Section would be liable to be challenged.

The most fundamental issue involved in this matter is that of the autonomy of the University. The autonomy of the Universities is one of the most important bedrocks of a democracy and to support and protect it is the precise duty of a democratic Government.

In this case the decision of the University Senate has been lightly set aside and the reason cited by the State Education Minister for it is that the University Act has armed the State Government with the power to take a final decision in the matter of affiliation of colleges.

Legal competence

Under the Gujarat University Act as it stands today, the legal competence of the State Government has never been disputed. What is called in question is its propriety and its moral competence. No reasons have been cited for this propriety and moral competence, and I make bold to say that there is absolutely no justification for the State Government's act on this score. Again, is the State Government justified in invoking this power which, as everyone knows, is a lagacy handed down to us since the days of the British rulers ?

Over and above the question of autonomy of the University, certain academic values are also involved in this issue inasmuch as the efforts of the University to improve the moral tone are being thwarted and the clock of progress is being set back.

ENROLMENT DISTRIBUTION ACCORDING

(Boards of Intermediate

Year	Arts*	Science	Comm.	Education	Engg. Tech.
1950—51	182005	127168	34067	4135	12094
%	45.9	32.1	8.6	1.0	3.0
1951—52	214229	142666	41458	4982	13900
%	46.7	31.1	9.0	1.1	3.0
1952—53	254851	148676	46279	6104	14162
%	49.7	29.0	9.0	1.2	2.8
1953—54	295155	163234	53124	2046	15613
%	50.9	28.1	9.2	1.2	2.7
1954—55	336278	182161	58719	8699	16935
%	51.6	28.0	9.0	1.3z	2.6
1955—56	365712	197475	64167	11371	19899
%	51.3	27.7	9.0	1.6	2.8
1956—57	399201	210039	66674	13000	21237
%	51.9	27.3	8.7	1.7	2.7
1957—58	418886	229899	69570	14357	27534
%	50.6	27.8	8.4	1.8	3.3
1958—59	464336	256145	78762	15297	32809
%	50.0	27.6	8.5	1.6	3.5
1959—60	474261	292190	84127	16609	39324
%	47.6	29.3	8.4	1.7	4.0
1960—61	486228	302700	90214	19005	45389
%	46.3	28.9	8.6	1.8	4.3
1961—62	502409	343124	115700	21718	58168
%	43.5	29.7	10.0	1.9	5.0
1962—63	535291	390174	121971	25638	68589
%	42.1	30.7	9.6	2.0	5.4
1963—64	579049	435925	130578	26727	73015
%	41.8	31.5	9.4	1.9	5.3
1964—65	641186	478702	147789	29528	78114
%	42.0	31.3	9.7	1.9	5.1
1965—66	706641	565254	165283	33546	85555
%	40.9	32.7	9.6	1.9	4.9

* including Oriental Learning

TO FACULTY 1950-51 TO 1965-66

Education included)

Medicine	Agriculture	Vet. Science	Law	Other	Total
15260 3.9	4744 1.2	1101 0.3	13649 3.4	2522 0.6	396745 100.0
16942 3.7	4856 1.1	1219 0.3	16746 3.6	2026 0.4	59025 100.0
17929 3.5	4798 0.9	1332 0.3	17118 3.3	1604 0.3	512853 100.0
18756 3.2	5053 0.9	1642 0.3	18706 3.2	1889 0.3	580218 100.0
19767 3.0	6378 1.0	2035 0.3	19491 3.0	1017 0.2	651479 100.0
21405 3.0	8230 1.2	3052 0.4	20162 2.8	1224 0.2	712697 100.0
23431 3.0	10389 1.3	3572 0.5	20707 2.7	1218 0.2	769468 100.0z
25591 3.1	12475 1.5	4139 0.5	22424 2.7	2466 0.3	827341 100.0
27537 3.0	16828 1.8	4524 0.5	24376 2.6	8008 0.9	928622 100.0
30949 3.1	21306 2.1	5021 0.5	25986 2.6	7264 0.7	997137 100.0
35215 3.4	27584 2.6	5385 0.5	27251 2.6	10893 1.0	1049864 100.0
39569 3.4	32992 2.9	5214 0.5	29401 2.5	7085 0.6	1155380 100.0
49546 3.9	38837 3.0	5524 0.4	28944 2.3	8152 0.6	1272666 100.0
54708 4.0	41116 3.0	5624 0.4	29571 2.1	8384 0.6	1384697 100.0
61742 4.0	44228 2.9	5711 0.4	32000 2.1	9227 0.6	1528227 100.0
70088 4.0	51190 3.0	6257 0.4	37318 2.2	7641 0.4	1728773 100.0

Source : Statistical Report prepared by UGC

Some highlights of

All-India Educational Survey

The first All-India Survey was org nised in 1957. The second survey was recently completed and the report of the survey was submitted to the Government of India on the 5th May, 1957. The main highlights of the present survey are:

At the primary stage, schooling facilities are available to about 95% of the rural population, either in their own habitations or within a walking distance of one mile.

As regards the middle stage, 82.25% of the population in rural areas are served by middle sections either in their own habitations or within a distance of three miles.

71.37% of the rural population are served by secondary sections either in their own habitations or within a distance of five miles.

The enrolment in classes 1 to V is 74.36% of the estimated population in the age-group 6 to 10. The percentages separately for boys and girls are 93.39 and 54.70 respectively.

Enrolment in classes VI to VIII is 30.07% of the estimated population in the age-group 11 to 13. The percentages for boys and girls are 43.34 and 16.28 respectively.

The enrolment in classes IX and X is equal to 19.37% of the estimated population in the age-group 14 to 15. The percentage for boys and girls separately are 29.02 and 9.26 respectively.

In rural areas, 40.72% of the primary sections are one-teacher sections and in urban areas 8.37% of the primary sections are one-teacher sections. The percentages of one-teacher sections in urban areas are very high in Bihar (24.42), Jammu & Kashmir (39.40) and Orissa (26.94).

In about one-third of the primary sections in urban areas, the mumber of teachers is less than four each.

About one-fourth of the primary sections in urban areas have an enrolment 'upto 100' only.

About one-fourth of the primary sections are incomplete units, i.e., they do not have the final primary class.

Multiple-class teaching arrangements are necessary in about 80% of the primary sections in the country.

About 17% of the middle sections are one teacher.

About 19% of the middle sections are incomplete units.

Multiple class teaching arrangements are necessary in 16.59% of the middle sections. The percentages are high, specially in Mysore, Gujarat, Maharashtra, and Madras.

41.52% of the secondary sections in rural areas have an enrolment 'upto 100' only.

In rural areas 95.12% of the secondary sections have one medium of instruction, which is largely the respective regional language. In urban areas, 72.49% of the secondary sections have their regional languages as the medium of instruction and 5.57% have English as the medium of instruction.

32.70% of the teachers in primary sections fulfil the desirable qualifications of matriculation and teacher training.

63.82% of the teachers in middle sections fulfil the desirable qualifications of matriculation and teacher training. If a degree with teacher training is considered a desirable qualification, only 16.58% of the teachers fulfil it.

60.64% of the teachers in secondary sections fulfil the desirable qualifications of the degree and teacher training.

Of the teachers teaching science, about 30% only fulfil the desirable qualifications for teaching science, i.e. degree in science with teacher training.

Of the science graduates and post-graduates in secondary sections, only about 50% devote more than 60% of their teaching time to science.

Only 45% of the primary sections in rural areas have facilities for playgrounds.

Readers' Forum

'Autonomous' Colleges

A point-of-view

Dear Mr. Editor,

Having been a reader of *University News* for about a year now, I want to take this opportunity to congratulate you on the publication of this excellent and useful little periodical. It is always informative, instructive, and provocative. I especially appreciate the way in which you have published materials which follow up so helpfully on ideas and proposals which were set forth in the report of the Education Commission published last year.

In your most recent issue (Vol. V, No. 6, June, 1967) you included an excellent brief article on "Autonomous" Colleges : Prospects and Potentialities' by Dr. B.M. Bhatia,.

This is a very fine statement on this subject, which is of especial interest to me, as I would agree with Dr. Bhatia when he says that the designation of "autonomous" colleges may be one of the most important ways forward towards the goals for higher education which the Commission has in mind.

There are, however, several questions I feel called upon to raise in connection with this article.

First, while I would agree with Dr. Bhatia in his view that the proposal for autonomy may not be applicable at all to a University such as the University of Delhi, and while I also agree with him that the proposal may be most appropriate in the affiliating type of university which has colleges of various kinds and qualities spread out over a large area, I see no reason why he should discourage the possibility that autonomous status might be granted to a few really excellent colleges of the Universities of Bombay, Calcutta, and Madras.

Even if they are deemed someday to be Major Universities, this does not immediately suggest to me that all of their affiliated colleges will be in a better position with respect to improvement of quality than they now are. Moreover, there are in these three oldest universities some of the very finest of colleges in the whole country, as I know from my own study of only a few of them. These is some cases pre-date the founding of the universities in other cases they were quite recently established.

I would hope that when and as "autonomy" may be granted to colleges, such colleges, whether they are in the cities or outlying would be among the first to be selected, for they might werll help to set the pattern of what is wanted, rather than to either put the proposal into effect on a wholesale basis or to do it only in less well-established universities.

Secondly, with respect to Meerut, which he mentions, it would appear that since it has a constitution modelled on Agra which allows for "autonomy' among colleges, the very fact of a university might well prepare the way for an effective implementation of the proposal, if it follows strictly and objectively the demand that such selection be based on educational quality. Indeed it might raise the level of work of colleges throughout the new university, and thus also hopefully elsewhere in the U.P. and in the country.

My third comment is with respect to what may be gained by the designation by a college. I would not feel as Dr. Bhatia apparently does that "the mere symbol" is sufficient ; when so many good college teachers and principals feel the burden of rigid uniformity, of being held back by standards which must apply to all colleges, and of being less than free to shape their own courses and examinations or to judge their own students, even "mere autonomy' may be a considerable release and incentive for greater achievement : To be sure, their selection, the additional support and encouragement by virtue of being deemed to have a "miniature university" status which they should receive, and the willingness of the college's staff and management to assume the responsibilities which are corrolaries of the

freedom of autonomy are all large issues.

Such a revolutionary concept as "autonomy" for colleges in a system which has never allowed sufficient flexibility for diversity and real freedom is bound to take time to implement. But, I for one can think of nothing with respect to higher education and its potential contribution to the welfare and future of India which is more more important than to extend to the excellent, improving, and responsible colleges the kind of independence which has served for so long to give identity and substance to the aspirations of so many loyal and dedicated peoples in this still new and Independent India !

J. Edward Dirks, Consultant,
Danforth Foundation,
Bangalore.

Will you please inform me the names of Universities in India which conduct the post-graduate degree course in Demratology (M.D. Dermatology)?

—C.S. Dasarathan, Madurai

The Universities of Delhi and Utkal are contemplating to introduce the M.D. Course in Dermatology. You may please write to the Registrars of the resepctive Universities for detailed information.

I want to do B.A. by Correspondence Courses from the University of Delhi. Kindly guide me.

—Vishal E.S.T., Moradabad

Candidates who desire to take the B.A. examination after Correspondence Courses, conducted by the Delhi University, must be 16 years of age before 1st October of the year of admission and must have passed the Higher Secondary/ Intermediate Examination with 40 per cent marks. For detailed information, you may write direct to the Director, Correspondence Courses & Continuing Education, University of Delhi, 22-Lucknow Road, Timarpur, Delhi-7.

Tribhuvan University, Kathmandu, Nepal is allowing candidates from India to appear privately in their examinations. Can you kindly inform me whether examinations of the Tribhuvan University are recognised by the Inter-University Board as equivalent to the corresponding examinations of an Indian University?

Ram Krishan, Jagroan

The Inter-University Board has recognised the I.A., I.Sc., I.Com., B.A. B.Sc,. B. Com., M.A. and B.L. examinations of the Tribhuvan University as equivalent to the corresponding examinations of an Indian University for purposes of admission to higher courses of study.

Will you kindly do me a favour by suplplying me a list of universities which allow candidates to appear privately?

Jawahar Lal Narula, Delhi

As far as information is available the Universities of Agra, Aligarh, Andhra, Banaras, Bihar, Burdwan, Calcutta, Delhi, Dibrugarh, Gauhati, Gorakhpur, Jabalpur, Ranchi, Jammu & Kashmir, Karnatak, Kerala, Lucknow, Madras, Marathwada, North Bengal, Osmania, Punjab, Patna, Poona, Saugar, Sri Venkateswara, Utkal and Vikram allow one or more of the following categories of persons to appear as private candidates in their examinations : teachers, librarians, women, persons, who are in government and other public services, laboratory assistants; Army instructors attached to NCC units, NCC Cadet Instructors, Army, Navy and Air Force personnel engaged in teaching physically, handicapped students, inspecting officers in the Department of Education, etc.

Generally speaking the facility offered by these universities is restricted to candidates residing within the jurisdiction of their respective universities and are serving in institutions situated within the jurisdiction of the universities.

Can you kindly let me know the universities which conduct courses in Journalism together with some important details like admission qualifications, duration, etc.

M.L. Gupta, Sonepat

The Universities of Calcutta, Madras and Punjab conduct a Diploma Course in Journalism. The minimum qualification for admission to the course in these universities is graduation and the duration of the course in Madras and Panjab is one year while in Calcutta it is a 2-year course.

In Nagpur and Osmania Universities, the minimum qualification for admission to the Bachelor's degree in Journalism is graduation and the duration of the course is one year.

The University of Mysore conducts the M.A. Journalism course. The minimum qualification for admission and duration of the course are graduation and 2 years respectively

Journalism as one of the optional subjects for B.A. Course can also be studied at the Mysore University.

News From States

Andhra Pradesh

At a high level meeting of the Vice-Chancellors of the Osmania, Sri Venkateswara and Andhra Universities, the Education Minister, the Education Secretary, the Secretary of Finance, the Director of Public Instruction, the Director of Higher Education and the Registrar of Osmania University held on 29th May, 1967, it was agreed to switch over to Telugu as the medium of instruction at the University level in Andhra Pradesh within a period of five years. However, the medium of instruction for the post-graduate, technical and professional courses will continue to be English for the present.

The decisions arrived at the meeting would be considered by the State Advisory Board for Education and the Universities.

An institute for the development of Telugu language is also proposed to be established shortly.

No languages will be taught in the graduate classes in Andhra Pradesh after the universities have switched over to Telugu as the medium of instruction.

Bihar

Darbhanga Sanskrit Varsity is to be converted into a modern university.

The Education Minister of the State said in Patna that the trustees of the Darbhanga Raj had agreed to the conversion on two conditions namely (1) the name of the Maharajadhiraja of Darbhanga should be associated with the university and (2) the importance of Sanskrit in the university curriculum should not be impaired in anyway whatsoever. The government would soon constitute a committee of experts, as suggested by the UGC, to advise ways and and means for the conversion of the university into a modern university with special stress on teaching of Sanskrit.

The Bihar School Examination Board has decided that English should be an optional subject at the school stage. The decision has also been approved by the Bihar cabinet.

According to the new rules "if a student appearing at the Secondary School Examination has passed in all the other subjects except English, he will be declared to have passed the board examination and it will be indicated in his certificate that he has passed the examination without English.

It has also been provided in the amended rules that all such students who have passed the board examination without English, may appear at the subsequent examination after paying the necessary fees only.

Students who secure 60 per cent or more marks in English will be considered to have passed with distinction and the minimum pass marks in English have been fixed at 36 per cent.

It is understood that the Academic Council of the Bhagalpur University has decided not to admit any student who has not passed in English at the Secondary School Examination.

It is reported that the Bihar State College Principals Conference which meet at Kotihan on June 9, 1967, has urged the government to declare English as an optional subject upto the B. A. stage.

The University Commission in Bihar is to frame guidelines for colleges which would like to become constituent colleges. This was disclosed by the Education Minister of Bihar in the Vidhan Sabha recently. He also mentioned that after the formation of the new ministry in Bihar 25 colleges had applied to become constituent colleges.

Shri Bijoy Kumar Mitra, Minister for Agriculture in the Bihar State, disclosed in the Vidhan Sabha on June 8th, 1967 that the seting up of an Agricultural University in Bihar was almost a certainty. The Government of India had already agreed to provide 75 per cent of the funds required for the establishment of such a university. The State Government, it is understood, is actively examining the proposal.

Bihar Government is examining a proposal to set up a Service Commission for the teachers of Secondary and Higher Secondary Schools to regulate their service conditions.

Madras

The State Minister for Education stated in Tirunelveli on June 12, 1967, that twelve new colleges are proposed to be opened this year. Addressing the Tirchi District Headmasters' Association, the State Minister of Education is reported to have stated that the shift system for pre-university classes already agreed to by the Queen Mary's College and the

Government Arts College in the Madras City will be extended, if necessary, to some more colleges which were willing to have it. A daily broadcast of vacant seats in the colleges is also proposed.

The State Minister for Education stated in Coimbatore on June 4 that the Government's policy was to evolve a system of education with a two-fold objective namely to cater to the needs of (1) those seeking employment after the SLC, and (2) those pursuing higher studies. The Minister said that he had sought the advice of educational experts on the syllabi keeping in view the objectives to be fulfilled. He reiterated his view that the study of Tamil and English must be made compulsory and English should be continued without any time limit.

Maharashtra

The Maharashtra Government, it is reported, has agreed to allow the Nagpur Municipal Corporation to start a medical college and allow it the use of the Mayo Hospital as a teaching hospital.

The pay scales of the 5400 University and college teachers in Maharashtra have been revised to bring it in line with the pay scales recommended by the UGC last year. The new pay scales will have retrospective effect, *i. e.*, from 1st April, 1966. This scheme for pay revision would introduce a uniform pay scales throughout the State.

West Bengal

It is reported that the West Bengal Cabinet has decided to promulgate an ordinance for the taking over of the National Medical College.

Code of Conduct For Students

The Delhi Varsity has decided to enforce a code of conduct for the maintenance of discipline among students. Suitable instructions have been issued to all its affiliated colleges.

The university formulated the code last year after the recent wave of student unrest. According to rules, disciplinary powers have been delegated to principals, heads of hostels, deans of faculties and heads of departments

The Proctor has been given powers to take proceedings in cases of breach of discipline referred to him by any other person or noticed by himself.

The librarian has also been empowered to debar a student from the use of the library for a period not exceeding three days and a fine not exceeding Rs. 50.

Students who are irregular in attendance and idle or indifferent to the work assigned to them will be liable to disciplinary action under the rules.

Misconduct or misbehaviour at the examination centre or towards a teacher or any employee of the university or an institution or any visitor, to the university or institution, will be punishable.

Students joining the university this year have to sign a declaration agreeing to submit to the disciplinary jurisdiction of the Vice-Chancellor and other authorities vested with authority to exercise discipline.

Law Studies

The Advocates Act Review Committee set up by the Government of India to review the working of the Advocates Act is of the view that pre-enrolment training and examination is necessary for new entrants in order to maintain and raise the standards of legal profession.

The Committee in its report has fully supported the recommendations of the Legal Education Committee of the Bar Council of India to enlarge the law degree course to a three-year degree course to be followed by a six months' practical training and examination to be prescribed by the State Bar Council as from the present academic year.

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Book Review

Aptitude Tests for Mathematics and Statistics by D. Basu, S. Chatterji and Manjula Mukerjee. Published by Statistical Publishing Society, Calcutta, 1966. Pages viii+56. Price not mentioned

A developing society depends on increasing use of science and technology. Education in the sciences and technology is therefore of great importance to us. Mathematics is the language of sciences and so a proper learning of mathematics in our schools and colleges is essential for science and technical education at the postgraduate level. Not many who fill our classroom in science and technology at the postgraduate stage can profit from the courses they offer . As students, as teachers and as parents we are thus frequently concerned about the line for which an individual has aptitude.

Not everybody can learn postgraduate mathematics, statistics sciences or technology. If it were possible for us to know in advance the probability of our success or failure in trying to learn mathematics or sciences, many would like to avoid the unpleansant experience of failure in the courses or in life and choose a career in which one can reasonably hope for success in life. Psychology has devised a method of testing by which it is possible to make predictions of future succeess in a particular field.

Unlike intelligence tests which give global measures, aptitude tests are concerned with the specific abilities required for success in a particular field of tests are used along with other kinds of information like past achievement, interests, etc. it is possible to minimise the risk of failure in choosing a line or career.

The book under review makes a contribution to the development of aptitude tests for predicting whether students are likely to pass or fail at the post-graduate stage in mathematics and statistics. Considering the per capita expenditure on such high level training any reduction in the number of failures or dropouts as a result of selecting students on the basis of aptitude tests is a most welcome venture. Unfortunately the authors have not considered the cost at all. The cost per students as against the cost of the selection testing should be an important consideration in recommending the use of such techniques for selection of university students.

In this book, the authors have presented a brief history of the development of aptitude test for selection of students in India Statistical Institute for post-graduate studies in mathematics and statistics. The history is as brief as it could be and does not throw any light on the how and why of what was done. It merely records the claims of the authors.

The four pages of history are followed by five statistical tables. These tables give the intercorrelation of tests, the number of items in each test, the mean SD and reliabilities. The validity coefficients against each examination mark for students selected each year from 1956—62 at the Indian Statistical Institute are also given. The N on which the statistics are based is not given in the tables. One notes the rather low reliability of the verbal reasoning tests and the relatively low validity of the selection test score against examinations at the end of a year. The tests seem to predict immediate success in examination fairly well. But something happening as time goes by and the prediction efficiency drops. It is difficult to understand whether the validity coefficients are multiple R, because the tables give each test by name but does not give any idea of the total score on which selection is presumably made. For the lay reader the terse chronology of claims in the first four pages is unrevealing. This is followed by three pages of statistical tables which are meaningless without discusion, interpretation and evaluation. The lay reader will therefore pass on quickly to the third section which is 156 pages of tests of various kinds like comprehension, reasoning, graph reading, etc. For the informed reader it is equally uninteresting and unsatisfactory. This, for example, one wonders why validities are given for each year (1956-62) but not the other statistics.

The section on tests shows how creative it is to write a good test. There is a variety of item-types. One is pleased to find an evidence of very careful analysis of the knowledge and mental processes. For teaching a course on test construction, these tests will be of great use. The purpose in publishing selection tests could not have been anything else.

If the authors were writing the book for an informed audience perhaps they would have also given tests which failed and tests which were experimental like the reviewers' tests of personal history and interest. The inclusion of verbal reasoning inspite of low reliability is difficult to justify. Also one does not know the method of obtaining the reliabilities reported.

—Shib K. Mitra

CLASSIFIEDS

UNIVERSITY OF QUEENSLAND (AUSTRALIA)

LECTURER IN HISTORY

The University invites applications for the position of **Lecturer in History**. Applicants should have an Honours Degree or a Postgraduate Degree in History and evidence of experience in or interest in research. The successful applicant will be required to work predominantly in the modern history of India, though acquaintance with a second field, whether Asian or British/European, would be an advantage.

The salary range for a Lecturer is $A4800—7 x $A6200 per annum.

The University provides Superannuation similar to F.S.S.U., Housing Assistance, Study Leave and Travel Grants.

Additional information and application forms will be supplied upon request to the Registrar, University of Queensland, Brisbane, Australia. Applications close on *4th August*.

UNIVERSITY OF SAUGAR

Advertisement No. R-10/67

Applications are invited on a prescribed form accompanied by an Indian Postal Order for Rs. 5·00 as application fee for FIVE POSTS OF PART-TIME TEMPORARY ASSISTANT PROFESSORS in the Department of Law at this University, so as to reach the Registrar, University of Saugar, Sagar (M.P.) before 30th July 67. The prescribed form will be supplied on request accompanied by a self-addressed envelope of the size 9″x4″.

2. *Posts* (*a*) One post of Head of the Department of Law on Rs. 250.00 p.m. consolidated.

(*b*) Four posts of part-time temporary Assistant Professors each on Rs. 200.00 p.m. consolidated.

3. *Tenure*—The period of appointment to these posts will be three years.

4. *Qualifications*:—The applicants should have put in either at least seven year's practice at the Bar, or should possess seven year's teaching experience of Law, or should have obtained the degree of LL.M.

5. Candidates already in service should send their applications through the proper channel. An advance copy may however, be sent. The application should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

6. Candidates selected for interview will have to come to Sagar at their own expense and bring with them their original certificates, degrees etc.

7. The University reserves the right to appoint suitable persons who may not have applied.

MARATHWADA UNIVERSITY

University Campus
Aurangabad
(Maharashtra).

Applications are invited for the post of Lecturer in Econometrics in the University Department of Economics.

The scale of pay for the post of Lecturer is as under :—

Lecturer: 400—30—640—50—800.

These scales of pay carry with them the benefits of the house rent and provident Fund in accordance with the rules of the University. These scales of pay are prescribed by the University Grants Commission and carry no allowances of any kind with them.

A higher starting salary in the grade may be offered to a person with high academic qualifications and teaching experience. The appointment will be on probation for a period of two years in the first instance.

Lecturer in Economics.

(1) The candidate must have M.A. in Economics and Degree or Diploma in Mathematics or Statistics at least in the Second Class.

OR

M.A. Degree in Economics with Econometrics as special subject at least in the Second class.

(2) At least three years experience of teaching Economics to degree classes or research in Econometrics. Preference will be given to candidates who have a Ph. D. Degree in Econometrics.

Qualifications may be relaxed at the discretion of the University authorities in the case of the candidates considered otherwise well qualified on the recommendation of Selection Committee. The candidate applying for the Post of Lecturer should ordinarily be below the age of 35 years as on 15th June 1967. The age limit may be relaxed in the case of deserving candidates.

Seven copies of applications should be submitted in the prescribed form, which can be obtained from the Office of the undersigned upon a request accompanied by a self addressed envelope (23 C.M. x 10 C.M.) bearing postage stamps of the value of 25 Paise so as to reach the undersigned on or before 25th July, 1967. One copy of each of the certificates, testimonials, if any should be attached to each of the seven applications.

Canvassing direct cr indirect will be a disqualification.

UNIVERSITY CAMPUS,
AURANGABAD.

M. B. CHITNIS
Registrar.

Ref. No. SEL/Econ/ /66-67/

BANGALORE UNIVERSITY

No. S23/CCB/Prof/66—67

Bangalore 1
Dated 29-6-1967

Notification

Applications are invited for the following posts in the University.

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2. Physics.	.. Reader	..	One
3. German Language	.. Lecturer	..	One

Scale :

Professor	Rs. 1000—50—1500
Reader	Rs. 700—40—1100
Lecturer	Rs. 400—30—640—40—800

Qualifications :

Professor (*a*) *Essential* : A first class Master's Degree (or a first or second class Honours Degree with a Research Degree of a Doctorate Standard) and ten years experience of teaching degree or post-graduate classes and capacity to carry out independent Research work and to guide students for a Research Degree.

Desirable : (*b*) Publication of works of high standard or a Research Degree.

Reader : (*a*) *Essential* : A first or second class Masters Degree (or a first or second class Honours Degree with a Research Degree of a Doctorate Standard) with specialisation in spectroscopy and five years experience of teaching Degree or post-graduate classes.

Desirable (*b*) Publication of work of high standard or a Research Degree.

Lecturer in German Language : *Essential*

1. M.A. degree in German Language and Literature

2. Certificate course in teaching German and

3. Minimum two years teaching experience in University, or similar institution.

The prescribed application forms can be obtained from the undersigned on payment of Rs. 2/- in cash or Money Order or by Crossed Postal order payable to the Registrar, Bangalore University, Bangalore, with a self-addressed envelope duly stamped with 25 P. stamp.

Qualifications can be relaxed or higher start allowed if warranted by qualifications or experience.

The last date for receipt of requisitions for application forms is 1*st August*, 1967.

Six copies of the applications giving full particulars regarding age, academic qualifications, experience in teaching record of research if any with copies of at least two testimonials (one of which should be from the Head of the Institution, if any, where the applicant is now serving or served last) attached to each application, should be sent so as to reach the Registrar, Bangalore University, Bangalore, on or before 16th August 1967.

Copies of publications, if any, which will not be returned may be sent enclosed to the application. Those who are in employment should send their applications through their present employers.

Canvassing direct or indirect will disqualify the candidate.

No T.A. or D.A. is admissible for attending the interview.

P. MALLIKARJUNAPPA,
Registrar.

TATA INSTITUTE OF SOCIAL SCIENCES CHEMBUR, BOMBAY 71 AS

Applications are invited before July 15, 1967 for the post of Professor of Social Work in the scale of Rs. 1000—50—1500 plus Dearness Allowance as per rules.

Qualifications :

A good basic postgraduate degree in Social Work. A doctoral degree preferred.

Experience: At least ten years' teaching experience in Social Work at the postgraduate level and acknowledged contribution to Social Work literature and/or Social Work practice.

Prescribed application forms may be obtained from the Registrar of the Institute either personally or by sending a self-addressed and stamped envelope (9"x4") for Re. one. Candidates called for interview will have to appear in Bombay at their own expense.

A. SUBRAMANIAN

Registrar

ALIGARH MUSLIM UNIVERSITY

Advertisement No. 2/67-68.

Applications are invited on the prescribed form for the following posts :-

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Reader :—Rs. 700—50—1250 plus D.A.

Lecturers :—Rs. 400-40—800—50—950 plus D.A.

Asst. Mistress:— Rs. 118—4—170—EB—5—200—EB—5—250 plus D.A.

1. **Reader Commerce** :- (*a*) A first or high second class Master's degree of an Indian University or an equivalent foreign qualification. (*b*) A research degree of a doctorate standard or published work of a high standard; and (*c*) At least 5 years experience of teaching of post-graduate classes and some experience of guiding research.

2. **Lecturers Commerce** (6). 1st or high second class Master's degree in Commerce or equivalent foreign qualification. *Desirable* :- Experience of teaching first degree classes in Commerce.

3. **Lecturer in Humanities, Gen. Edu. Centre** :- First or second class Master's degree in any subject within the area of the Humanities. *Desirable* :- A Doctorate and/or Teaching experience.

4. **Lecturers Physics** :- First or second class Master's degree in Physics. Specialisation in either Theoretical Physics or Experimental Nuclear Physics or Solid State Physics. At least 3 years teaching experience.

5. **Lecturer Bio-Chemistry** : - 1st or high second class Master's degree in Bio-Chemistry or equivalent foreign qualifications. *Desirable* :-Knowledge of Modern Techniques and Developments in Bio-Chemistry.

6. **Lecturer English, Tibbiya College** :- First or high second class Master's degree in English of Indian University or equivalent foreign qualification. *Desirable* :- Experience of teaching English.

7. **Asstt. Teachers (1 permanent, 1 temporary till 29.2.68) Abdullah Nursery.** Matric with Dip. in Nursery Education. *Desirable* :- Knowledge of instrumental music. At least one year's experience of teaching in a Nursery School.

8. **Lecturers in Hindi** :- Qualifications ordinarily required—First or high second class M.A. in Hindi or equivalent foreign qualification. *Desirable* :-For one post specialisation in modern Hindi literature. For the second knowledge of Sanskrit preferably M.A. (Sanskrit) and specialisation in Poetics/linguistics.

9. **Lecturer in Hindi & Tamil** :-Qualifications ordinarily required—First or 2nd class post-graduate degree in the subject with sound knowledge of Hindi/Tamil. *Desirable* :- Post-graduate degree in both subjects.

Prescribed application forms & instructions may be had from Registrar by sending self-addressed envelope 9"x4". Last date of receipt of applications 15 July 1967. Incomplete applications and those received late shall nor be considered except by special permission.

Higher start may be given for special qualifications and experience. Candidates interviewed may be paid single 2nd class Railway fare.

Dy. Registrar

MARATHWAD UNIVERSITY AURANGABAD—Dn.

Applications are invited for the post of Lecturer in Chemistry in the University Department.

The scale of pay for the post of Lecturer is as under :—

Lecturer :—400—30—640—40—800

These scales of pay carry with them the benefits of the house rent and Provident Fund in accordance with the rules of the University. These scales of pay are prescribed by the University Grants Commission and carry no allowances of any kind with them.

A higher starting salary in the grade may be offered to a persons with high academic qualifications and teaching experience. The appointment will be on probation for a period of two years in the first instance.

I. **Lecturer in Chemistry.**

Qualifications :

(1) A first or Second class Bachelor's Degree with Chemistry as one of the subjects and first or second class Master's Degree with specialization in Inorganic or Physical Chemistry.

(2) Adequate experience of teaching degree and/or Post-graduate classes, and/or Research degree of a Doctorate standard. Persons having both research and teaching experience as well as experience of using Modern Instrumental techniques will be preferred.

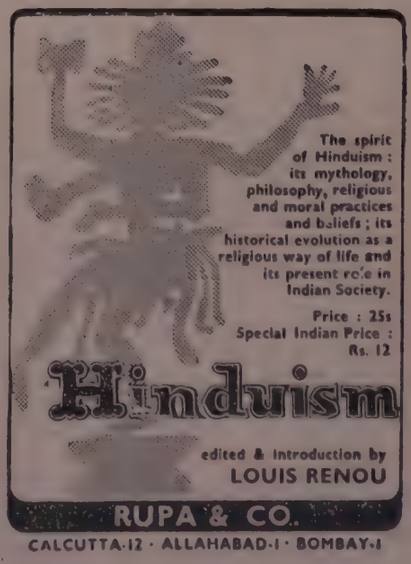
Qualifications may be relaxed at the discretion of the University authorities in the case of the candidates considered otherwise well qualified on the recommendation of Selection Committee. The candidate applying for the post of Lecturer should ordinarily be below the age of 25 years as on 15th June 1967. The age limit may be relaxed in the case of deserving candidates.

Seven copies of applications should be submitted in the prescribed form, which can be obtained from the Office of the undersigned upon a request accompanied by self-addressed envelope (23 C.M. × 100 C.M.) bearing postage stamps of the value of 25 Paise so as to reach the undersigned on or before 15th July, 1967. One copy of each of the certificates, testimonials, if any should be attached to each of the seven applications.

Canvassing direct or indirect will be a disqualification.

University Campus, Aurangabad. M. B. CHITNIS *Registrar.*

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UNIVERSITY SPORTS ON THE MARCH

From Our Special Correspondent

FOR real progress in sports, two things have to be ensured. There has to be mass participation and at the same time there have to be a few peaks of excellence.

As far as mass participation is concerned, it is difficult to paint an optimistic picture of games and sports in educational institutions today. Not only are facilities lacking in quite a few places, organization and enthusiasm of the right kind are also lacking.

The issue however is of such large dimensions that it is not possible to refer to it at any length here. In the following lines, however, something will be said about the peaks of excellence that the university sports have been able to achieve during the last year or so.

A notable step forward was taken by the universities deciding to participate in the UNIVERSAIDE which is being held at Tokyo from 28th August to 4th September, 1967. India has also applied for the membership of the FISU (International University Sports Federation) and it is hoped that the executive body of this Federation which meets at Tokyo will accept India as a member. In keeping with its general policy, India has however been permitted to participate in the games before the question of its membership is decided.

At Tokyo there will be competition in respect of eight games (athletics, swimming, diving, water-polo, fencing, tennis, basketball, volleyball, gymnastics, judo). On a reference to the All India Council of Sports, however, it was decided that India is to participate only in two games. Accordingly a contingent of five athletes, two tennis players and one Manager (Prof. V. Byrappa of Bangalore University) will leave for Tokyo on 23rd August 1967.

A good deal of preparatory work had gone into the selection of athletes and tennis players. For instance a coaching camp was organised in the month of May at the National Institute of Sports, Patiala. On the basis of their performances a list of 'eligibles' was drawn up. This list was recently circulated to universities who were also asked to nominate any additional persons, particularly from the new crop of students that might have joined this year. Some new names have been suggested and all of them have now been invited to the NIS at Patiala, once again, on 4th and 5th August, 1967.

The Selection Committee consists of the Chief Coach of the NIS, one University Coach and one expert nominated by Amateur Athletic Federation of India. In the case of the Tennis players the selections are going to be held at Delhi, and the Committee will consist of the Chief Tennis Coach of the NIS, one expert nominated by the All India Lawn Tennis Association of India and one more expert in the field. Those selected will be put through a finishing camp a fortnight before they proceed to Tokyo.

Yet another fact that deserves to be mentioned here is that on their return from Tokyo, the West German contingent to Tokyo Games consisting approximately of 50 sportsmen is going to stop for four days for competitions in four games (athletics, gymnastics, swimming and tennis) at Delhi. Some of the German sportsmen are so outstanding as to be likely to be included in the contingent to the Olympic Games due to be held next year in Mexico.

The Ministry of Education have asked various national federations looking after these games to get ready for the meet. They have however been advised to include as many University sportsmen as possible. The Inter-University Sports Board has been asked to act as liaison agency for the organisation of the meet which is due to be held in the middle of September 1967. The Ministry of Education has promised full financial support and preparations have already been taken in hand with regard to it.

It would be too much to claim however that university sports have now turned the corner. For that a much bigger and more systematic efforts is required.

Dr. Mudaliar
A tribute
by Dr Govindrajulu
●
Medical Student
and
Medical Education
●
Higher Education
through
Regional Languages
●
Supplement on Education Committee Report

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To avoid frustration after graduation

Vocation-oriented Courses at Delhi University

DELHI University has a scheme to vocationalize its B.A. and B.Sc. Pass courses to help students to get over frustration after graduation. The proposal to make courses of study vocation-oriented is said to have been viewed favourably by the University Grants Commission.

In the intial stages two to three colleges will be expected to impart education on these lines from the next academic year, i.e., 1968-69. The Academic Council of the university has appointed three committees to rationalise the courses of study for B.A. and B.Sc. examinations.

In the opinion of the university authorities the traditional courses had outlived their utility and were of not much good to the graduates. They did not equip the students to take up any vocation except clerical jobs.

Under the new scheme the Pass course will include subjects which will qualify a man or woman to take up a technical job or to make a decent living through independent means.

For example students will be able to offer subjects like electronics, laboratory technology and pharmacy science. Similarly subjects like business management can form part of the B.A. Pass course.

Special attention is being paid to re-organise courses for girls. The courses suggested for girls are music, home science, interior decoration and fine arts. In view of the large number of girls seeking admissions to the university, the authorities feel that special care should be taken to draw up courses for girls.

This seems to be the special problem faced by the university, as this year the proportion of girl candidates registered so far to boys is roughly 2 : 1 for B.A.; 3 :1 for M.A. and 4 :1 for B.A. Hons. The authorities say that 2 or 3 new colleges for girls will be opened on these lines from next year.

Along with the revision of the course of study, simulataneous efforts will be made to equip the university to provide training to students in such subjects. A big workshop equipped with lathes and electronics equipment is proposed to be set up in the campus. Students working in the workshops will be given certificates on completion of the training period. It is also proposed to modernize and expand the university printing press to provide training and part-time employment to students.

The university authorities hope that training to students under the new scheme will be of immense benefit to the people and industry in and around Delhi, particularly in the context of a huge and complex modern and sophisticated industrial plants coming up rapidly, but this would entail cooperation with the universty from government as well as industrial sources.

SEMINAR

Liaison between University and Industry

MORE than 25 leading educationists and industrialists, participating in a seminar on "University Education and Needs of Industry" at Poona expressed the view that the educational system should be changed to suit the requirements of industrial progress.

The seminar was organised at the Gokhale Institute of Politics and Economics.

The Executive Director of the Homi Bhabha Endowment Council, Shri D. G. Karve, who inaugurated the seminar, suggested that the chamber should establish a joint committee of educationists and industrialists to pursue the idea of closer cooperation between the two as also to put into practice some of the conclusions arrived at the seminar.

The participants in the seminar divided themselves into two panels after the inauguration. One of them, under Dr. V.M. Dandekar, Director of the Gokhale Institute, discussed education in law, commerce and social sciences. The other, under Shri S.L. Kirloskar, former President of the Federation of Indian Chambers of Commerce and Industry, discussed technical education.

The panel on technical education felt that there was need to so shape the attitude of young graduates as to make them mentally prepared to look at a problem objectively, collect data, analyse them and find a solution. Technical schools, colleges, and university authorities should get together for an exchange of ideas. Those running industries should also take to teaching for some time.

Members from technical education institutions said they were attempting to reshape technical courses and introduce

(*Continued no page 17*)

Dr. A. L. Mudaliar

A tribute

● by S. Govindrajulu

On August 20, 1967 Dr. A. L. Mudaliar completes 25 years of his Vice-Chancellorship at Madras. On this significant occasion, we are privileged to carry 'a tribute' to him written exclusively for this magazine by one of his old colleagues and friends, S. Govindarajulu, till recently Vice-Chancellor of Sri Venkateswara University, Tirupati.

THE twenty-fifth year of a vice-chancellorship in a single university is not only unique for the individual and the university concerned. In this case it aiso marks a stage in the development of education in India.

It is not merely for a service of 25 years as Vice-Chancellor of the Madras University that we have to be thankful for. There is also a further period of equally valuable service in the preceding 20 years when he was a member of the Syndicate and the Finance Committee of the University. This was an extremely important period, as it was one of transition from foreign control to self-government which, as is easily seen, can meet with many accidents—if not properly guided.

It was not till 1921, as a consequence of the Montague Chelmsford Reforms, that the universities came to have a certain measure of control over their affairs. Till then the universities were mainly concerned with framing syllabi and conducting examinations of students who received their education in colleges under non-university management.

New dynamism

At about this time, the Madras University, like several others in the country, came to have a full-time Vice-Chancellor, a Senate with a substantial non-official and elected elements, an Academic Council, a Council of Affiliated Colleges and a Syndicate again with a substantial elected element. Prior to these, all that the Madras University had in the shape of higher studies was two rudimentary departments of Economics and Indian History. Following the new changes, the University began to attract persons of devotion, vision and ability like Dr. Mudaliar.

As the first consequence of the new dynamism that came into the University, the University instituted separate Science courses. The University also felt it necessary to assume responsibility for research which had not received any significant attention so far. The next few years saw the establishment of a large number of departments in the Humanities as well as in the Sciences. One of the greatest services rendered by Dr. Mudaliar prior to becoming the Vice-Chancellor was the work done by him as the Convener of the University Finance Committee. He did not belong to that school of university administrators who believe in spending all that they have. Out of the meagre finances at the disposal of the University, a fund called 'Research and Development Fund' was built up. The interest accruing from it was utilised for financing new departments without turning to the Government for fresh grants.

Steadily, step by step, particularly after 1942 when he became the Vice-Chancellor, more and more research departments were built up.

This period also saw the establishment of a College of Technology and a Textile Institute in Guindy. The wisdom of the choice of site is indicated not merely by its having become a new centre for the University's Technology and Science Departments but also a focal place for new institutions started by the Central Government and other authorities. It is now a large centre of education with the Institute of Leather Technology on one side and the Madras I.I.T. and a Polytechnic on the opposite side.

Colossal expansion

This period also saw a truly colossal expansion in respect of buildings and equipment. In 1922 all that the University had was its 50 year old Senate House. A few rooms at one end constituted the office of the Vice-Chancellor and Registrar. Two rooms at the other end were the Research Departments—Economics and History. Down below in the cellar was the University Library. I have described the picture of 1922 because not many people today would know about it. What the University looks like today is for anyone to see. The whole complex of buildings has been built up brick by brick with utmost care, attention to detail, and full concern for economy.

What has been described above is only a partial, though important, account of the achievement of Dr. Mudaliar. The basis of satisfactory teaching is not only the provision of physical facilities but also care in the matter of recruitment of teachers. In the choice of its staff, over the last 40 years, the University has evolved a fairly foolproof method

of recruitment which it is difficult to subvert by the kind of considerations that have brought many a university to disaster.

It would be safe to say that Madras University today has some of the best teachers in the country on its staff. This is true not only of the University Departments but also of the large number of affiliated colleges where in reality the bulk of the teaching is done. The area of Madras University 40 years ago was vast indeed.

It covered the entire area between Utkal and Cape Comorin. From time to time new universities have been established and these have progressively reduced its area of jurisdiction. This was helpful because otherwise by now Madras University would have had to cover almost a thousand colleges—an impossible job, as anyone can see.

Detailed Control

The point worthy of notice here is the great care that has been taken for quite a long time in allowing affiliated colleges to come into existence. Despite what is happening elsewhere in the country, Madras University has not allowed sub-standard colleges to come into existence. The University has exercised firm and detailed control over the working of colleges all these years. Careful rules have been drawn up for this purpose. No college can come into existence merely because some kind of local pressure is sought to be exercised by an influential person. The Government as such has no hand in granting affiliation to colleges. The rule in this regard is clear and is enforced without exception. Unless an application is made one year in advance, no college can come into existence. This enables the University to lay down the conditions and the management a chance of fulfilling most of them.

Among other matters controlled, what in other parts of India is unbelievable, is that no single student above the prescribed number for each section and each class can be admitted, no matter how powerful the influence brought to bear upon the University may be. Similarly no teacher can be appointed who does not possess the prescribed qualifications without specific exemption from the University which is not given for more than one or two years.

All this had not been achieved through mere good luck or a set of circumstances which were entirely favourable to Dr. Mudaliar. Throughout this period he has had the kinds of difficulties which every Vice-Chancellor has to face. There have been those who have taken pleasure in creating trouble just because he had a high reputation in the general public.

There have been innumerable other difficulties also. But on the whole people have always offered him cooperation because they have respect for his devotion and sense of duty.

Yet it might be asked : What were those qualities in him that enabled him to overcome these difficulties and make a great success of his tenure as a Vice-Chancellor ? A clue is provided by what he said in 1942 at a public reception organised to welcome him. He said at this function that there was nothing more that he desired in life than to be the Vice-Chancellor of Madras University. Several other people might have made such self-denying statements but there are very few who stuck to this resolve so firmly. He has been Leader of the Opposition in the Madras Legislative Council for a number of years. But his approach always has not been that of a politician but of a person who has a constructive approach to things and wants to do his best for the country.

Significant advances

It is difficult to say how historians would describe the last twenty years in our country. This period has no doubt seen some significant advances in various fields of endeavour but it would be difficult to say that the tone of public life has continued to be what it was before 1947.

In Dr. Mudaliar we have a person who set an example of devotion to service, hard work and decency in human relations. That he has all these qualities in addition to his capacity of academic leadership marks him out amongst the Vice-Chancellors in the country. No wonder his compeers recognise him as the doyen of Vice-Chancellors.

APPRECIATIONS

With an Essay on Style

by

Walter Pater

APPRECIATIONS was first published by Macmillan & Co. Ltd., London in 1889. It contains studies of Wordsworth, Coleridge, Charles Lamb, Sir Thomas Browne, Love's Labour Lost, Measure for Measure, Shakespeare's English Kings, Dante Gabriel Rossetti, Feuillet's 'La Morte'. Added are an Instructive and informative essay on style and a postscript.

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MEDICAL STUDENT and MEDICAL EDUCATION

ONE hears generally of the grievances of students of professional colleges, that they are overburdened with assignments in College, and that there is a constant demand on their time. How far is this true?

A team of three teachers of the Department of Medicine of the Topiwala National Medical College, Bombay, made a searching inquiry into this problem recently so far as the students of one medical college are concerned and have published interesting results of their enquiry (Indian Journal of Medical Education, Vol, No. 1, 1967).

Probably the enquiry emerged out of a common plea made by the students "we do not get time to read". 128 Final MBBS students having experience of teaching in the college as well as in the hospital were selected for an enquiry as to how they spend their time. Of the 128 students, 76 were men and 52 women, their average age being 22.

The Survey related to important issues relevent to the enquiry such as place of resident-home or hostel; distance of the place of residence from the college/hospital and the time spent in going to the college and returning home; daily routine of the students (which included the time of getting up in the morning, time of retirement to bed, morning routine (personal hygiene and toilet); hobbies; Reading extra-curricular literature; eating (breakfast, lunch, snacks and dinner) : time spent in attending hospitals, college lectures or tutorials and library, and study habits.

The enquiry led to the following interesting conclusions :

1. An average medical student spends his 16 active hours in the following way in terms other than University Examination term :

Commuting : to and from the college :	20 hours
Personal : hygiene and toilet	1 hour
Chatting and time spent with friends	2 hours
Eating	2 hours
Lectures and tutorials	2½ hours
Wards	3 hours
Extra-curricular activities	1 hour
	14 hours

Hence, a student has at his disposal only two or two and a half hours daily for study.

2. In the examination term, they study for eight hours on an average. Considering that they get one more hour as a result of reduced number of lectures, still they have to make up by adding four to four-and-a-half hours. This they do by reducing their time for sleep, food, gossip, etc. This tendency to study during examination term is mainly due to the importance attached to the performance at the university examination rather than dailly work.

3. Students use the library mainly during the examination term.

4. Most of the students prepare notes during their study and like the subject being taught through audio-visual aids.

5. Poverty is not the problem of an average medical student as only 6 per cent students in this study had some financial difficulties.

6. The factors affecting the studies were more of a personal nature, e.g., forgetfulness, etc., rather than socio-economic ones.

7. 75 per cent students were ambitious to become doctors, however.

8. It is partly true that students are hard pressed for time but this is more due to their habit of studying only during the examination term which is a direct result of the present system of judging by performance at the university examinations only.

In drawing up these conclussions the team had before it the following data collected from the information supplied by the 128 students through personal interviews and a questionnaire :

TABLE I

Sleeping Hours

Terms	I	II	III
More than eight hours	44%	39%	7%
Seven to eight hours	39%	32%	57%
Less than seven hours	17%	29%	36%

One important thing that follows from this critical study is whether the answer to the question posed by the teachers, viz., "whether the students have really no time to read" is not to be found in the existing system of examinations. It has been emphasized time and again by the Education Commission, educationists in the country, the U.G.C. and several others that

TABLE II

Time spent on extra-curricular reading material

Nil	Upto 1 hour	½ to 1 hour	1 to 1½ hours	1½ to 2 hours	more than 2 hours
2	24	49	32	15	6

TABLE III

Study hours during different terms of 127 students

Term	No. of students studying for Upto 2 hrs	2 to 4 hrs	4 to 8 hrs	8 to 10 hrs	10 to 14 hrs
I	50	60	17	nil	nil
II	28	66	33	nil	nil
III	nil	16	79	17	15

when the future of students is decided by one external examination towards the end of the year, they do not pay much attention to teachers, do inadequate independent study through most of the academic year and prepare by cramming for the final examination at the last hour. As has been amply made clear from Table III above and the conclusion reached at, even the medical students are not an exception to this. Unless, therefore, the present examination system is changed radically, our students will continue to complain in the way they have been complaining. The U.G.C. had also reached the conclusion in its enquiry on Examination Reforms, "we are convinced that if we are to suggest any single reform in University Education, it should be that of examination."

This survey, it must be admitted, has thrown interesting light on certain aspects of a life of a medical student. In order to find out the authenticity of the common question posed by the students, the survey party went deep into the problems that affect the life of an average student. The questions were asked and answered very freely by the students. There was one significant finding of this enquiry and that is of the students surveyed, 74 per cent joined the medical college as it was their ambition to be in the medical profession, while the rest did so because of circumstances, such as advice from others about the prospective gain in profession, etc. Does this statement lead one to conclude that out of 70,088 medical students studying in 89 medical colleges in India (1965-66), as many as 18,000 students took to this course against their wishes ?

A lead has been given to find out interesting results by a team of teachers in one college and conclusions drawn. These were the results affecting students in metropolis like Bombay, but if similar enquiries are made of medical students living in smaller towns it is likely that one may get some other interesting conclusions.

ART BOOM IN MAHARASHTRA

MAHARASHTRA has now a comprehensive programme of art activities.

The Directorate of Art, in its first annual report, has noted significant progress. It brought cohesion and co-ordination in art activities and reconsituted the examination and other advisory committees.

Thanks to the efforts of the directorate and reformation in the administration of examinations, there was an unprecedented rise in the number of students appearing for the drawing grade examinations.

There are 300 centres for these examinations and about 65,000 students appear in the examinations. Efforts are also being made to disperse the centres for higher art examination throughout the State.

The directorate was also making efforts to set up an industrial design institute at Bomaby and develop the art department of the Government Polytechnic, Nagpur, into an art school, the report said.

The report claimed that though all the activities for which the directorate was set up could not be undertaken owing to the emergency, the basis for future progress had been laid.

HIGHER EDUCATION
Through
MOTHER-TONGUE MEDIA

FIVE *years more and the country will have switched over to mother-tongue media of instruction at all stages and in all subjects, including agriculture, engineering, law, medicine and technology.*

Dr. Triguna Sen, Education Minister, announced in Parliament the Union Government's decision to switch over to regional languages, though the details of the implementation of the "historic decision" would be announced on August 15, 1967.

A tentative period of five years has been allowed for the change to take place.

Following is Dr. Sen's statement on the subject in the Lok Sabha.

THE proposal to adopt the Indian languages as media of education at the university stage has been before the country for almost a hundred years.

The first demand for this was put forward on 1st August 1867 in a memorial submitted by the British Indian Association of the North-Western Provinces (the present Uttar Pradesh) to the Viceroy and Governor-General of India. This was not accepted on the ground that the necessary literature was not available in the modern Indian languages.

This question was also raised on several subsequent occasions. But the decision was always the same : there was not enough literature in Indian languages to use them as media of education. Consequently, English continued to be the executive medium of education at the university stage till 1947.

Frontal attack

A frontal attack on this policy was launched by our great national leaders in the twenties of this century.

Rabindra Nath Tagore pointed out that in no country of the world, except India, was the language of education divorced from the language of the students and that the use of English as the medium of education in universities confined higher knowledge and culture to a select section of the citizens instead of making them universally available to the people.

Mahatma Gandhi wrote frequently and strongly on the subject. "I must cling to my mother tongue as to my mother's breast, in spite of its shortcomings. It alone can give me the life-giving milk", he said and added : "I am certain that the children of the nation that receive instruction in a tongue other than their own commit suicide. It robs them of all originality. It stunts their growth and isolates them from their home. I regard, therefore, such a thing as a national tragedy of the first importance."

Gandhiji also stressed the need to make this change-over as quickly as possible. "The medium of instruction", he wrote, "should be altered at once and at any cost, the provincial languages being given their rightful place. I would prefer temporary chaos in higher education to the criminal waste that is daily accumulating."

It is also important to note that all the national universities that were started at this period and the Indian Women's University used Indian languages as media of education.

The problem has been receiving growing attention in the post-independence period and the demand for the adoption of Indian languages as media of education at the university stage is continually growing. The University Education Commission (1948-49) recommended that "higher education be imparted through the instrumentality of the regional language with the option to use the federal languages as the medium of instruction either for some subjects or for all subjects.

Maximum contribution

The National Integration Council (June 1962) supported this view and observed : "the change in the medium of instruction is justified, not so much by cultural or political sentiments, as on the very important academic consideration of facilitating

grasp and understanding of the subject matter. Further India's university men will be unable to make their maximum possible contribution to the advancement of learning generally, and sciences and technology in particular, unless there is continuous means of communication in the shape of the regional languages between its artisans and technicians and its university men. The development of talent latent in the country will also, in the view of the Council, be retarded unless regional languages are employed as media of instruction at the university stage."

The Committee on Emotional Integration (1962) endorsed these recommendations and observed : "We are not unaware of the practical difficulties involved in the switchover to regional languages at the university level. Safeguards have to be devised to prevent the lowering of standards. The change-over must be preceded by preparation of text-books and arrangements for translation from English, and wherever possible, other modern world languages.

In order to maintain inter-university and inter-State communication, special attention must be paid to the teaching of the link languages—English and Hindi—when the changeover to the regional languages is accomplished. We would, however, like to point out that in the name of safeguards, the switchover should not be delayed indefinitely.

The Vice-Chancellors' Conference (1962) generally endorsed the recommendations of the National Integration Council and the Emotional Integration Committee.

The Education Commission (1964-66) made a strong recommendation on the subject and said: "We suggest that the UGC and the Universities carefully work out a feasible programme suitable for each university or a group of universities. The change-over should take place as early as possible, in any case within about ten years. What is required is to formulate a clear policy, to express it in unambiguous terms and to follow it up with firm, bold and imaginative action."

The proposal has also been supported by the Tenth Conference of State Education Ministers (April 1967) and by the Committee of Members of Parliament on Education (1967). But they would prefer the change-over to be brought about in five years.

Public opinion

In view of all this weight of academic and public opinion and the fact that Indian languages have already been adopted as media of education almost universally at the school stage, the Government of India has accepted in principle that Indian languages should not be adopted as media of education at all stages and in all subjects, including agriculture, engineering, law, medicine and technology.

Government is convinced that, unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people and the gulf between the intelligentsia and the masses will not be bridged.

The details of the implementation of this most important educational decision of a century of struggle are being worked out and will be announced on 15th August 1967."

Language switch-over plan
Educationists' opinions vary

The Union Education Minister's announcement on the proposal to switch-over to the regional language as the medium of instruction in universities has a mixed reception in the states.

While a majority of educationists support the plan, others doubt its wisdom and practicability.

A few insist that if a switch-over is considered necessary, it should be to a common language to preserve national unity and allow free intellectual communion among the states.

There are others who support the decision but want time to be given for the development of the regional languages.

The following are the reactions:

Madras: Shri T. P. Meenakshi Sundarm, Vice-Chancellor of Madurai Univeristy, welcomed the proposal.

He thought the switch-over would not be difficult even in science and technical courses if the international terms were accepted as such.

Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of Madras University, declined to give his views.

Hyderabad: The announcement was hailed by the Government, educationists and politicians.

A government spokesman said, the announcement closely followed "our decison" in May to switch over to Telugu at all levels from 1969.

The Government had already taken steps to set up an institute of Telugu for the preparation of terminology and evolve science teaching methods in the regional language.

Gujarat: Dr. C. S. Patel, Vice-Chancellor of Maharaja Sayajiroa University of Baroda said, the decision "is right and proper",

MSU is the only university in Gujarat where English is the teaching medium. Gujarat,

South Gujarat and Saurashtra universities already use Gujarati.

Dr. Patel, however, felt that the time-limit for the switch-over should be longer than five years.

Shri Thakore, president of the State Teachers' Federation said, the switch-over would be be a disaster. It will make our students third-rate citizens croaking like frogs in a well.

Maharashtra: Prof. M. R. Dandavate, member of the PSP national executive, said the medium of instruction at all universities in the country must be one language to facilitate mobility of teaching staff, exchange of scholars, ideas and research.

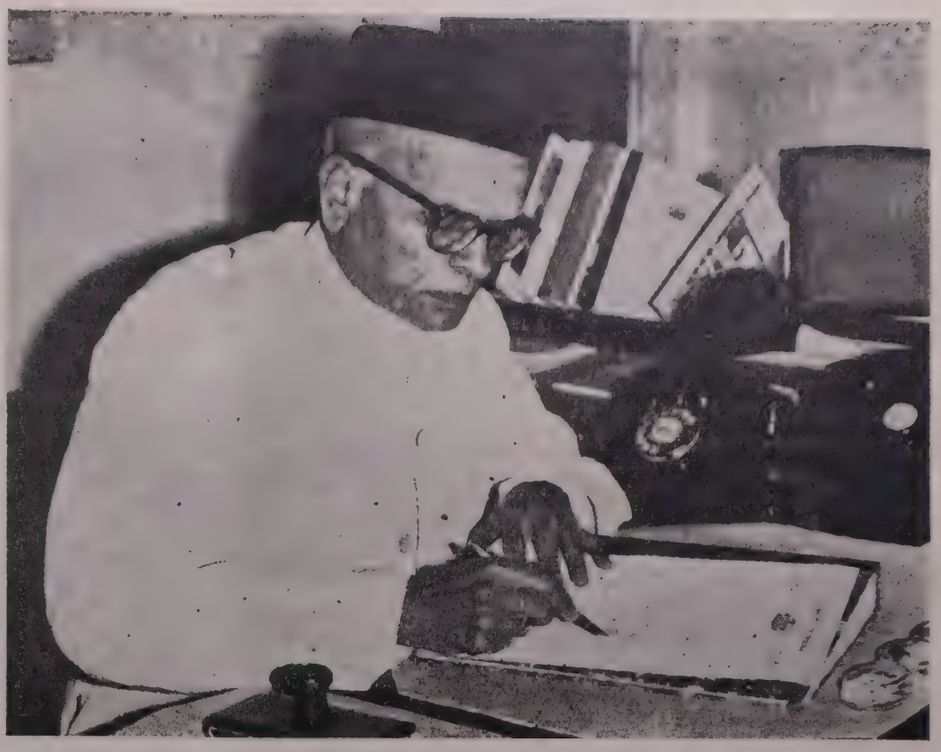
For the time being, English should continue as the medium and later it should be replaced by Hindi.

Prof. Dandavate said he totally opposed to regional languages as teaching media at the university level. "Regional languages can be regarded as appropriate media of instruction only at the school levels.

Shri M.S. Gore, Director of the Tata Institue of Social Sciences, said, "As a long-term goal, the introduction of regional languages at all levels of education is a worthy attempt. But the whole process needs careful planning and preparation over a period of time".

Dr (Miss) Aloo Dastur, Head of the Department of Politics, Bombay University, said, regional languages should be the media of education till the intermediate level only. After the intermediate level, the national or link language should be the medium.

As far as research was concerned it should be carried out only in the national or link language as there was need for communication between one part of the country and another over research development. Regional languages as media at the higher levels would mean multiplication of efforts and waste of resources.



Dr. D. R Gadgil, Vice-Chancellor, Poona University.

Dr. Gadgil's appointment as Deputy Chairman of the Planning Commission has been hailed all over the country. The last few years have been an unhappy chapter in the life of the Planning Commission. In order to give it a new image and a new direction, no more appropriate choice could have been made than that of Dr. Gadgil.

Consistent with their role, in Dr. Gadgil the universities have contributed yet another outstanding intellectual to the service of the nation.

U.P.: Shri R. K. Nehru, Vice-Chancellor of Allahabad University, said the announcement was "inevitable as well as desirable one". He stressed that, whatever be the decision, it should not lead to the disruption of unity in the country. Shri Nehru called for the acceptance of common language for the whole of India.

Shri Swamy, Reader, Department of Education, Allahabad University, feared that higher education through the regional languages might hamper the process of national integration. The multiplicity of languages would encourage separatist tendencies and create new regions with a parochial outlook and parochial forces such as the Shiv Sena in Maharashtra.

Shri Swamy favoured Hindi as the medium of instruction in the country to bring the State together and unite the country.

Dr. L. S. Arshney, Head of the Hindi Department, Allahabad University, described the proposal as timely and said encouraging regional languages would lead to original and creative writing and thus enrich the cultural accomplishments of the nation.

He suggested the setting up of a central agency to undertake inter-regional translation work.

Punjab: Shri Suraj Bhan, Vice-Chancellor, Punjab University, said: "However important the development of the regional lagnguages may be, their use as media of instruction does not seem so easy at present and bristles with difficulties.

"Apart form the legitimate fears about the maintenance of the academic standard and the preparation of quality books, there is the apprehension of balkanisation of the country from the educational and political angles."

West Bengal: Prof. Satyen Bose welcomed the decision.

Praising Dr. Triguna Sen's efforts in this regard, he said it should have been introduced long ago.

Total

Name of the Institution	Volumes	Maps	Microfilms
Banaras	363,382	*	—
Baroda	212,586	—	76
Bombay	275,000	500	61
Burdwan	50,066	66	—
Delhi	269,274	208	—
Gauhati	58,780	150	—
Gujarat	118,674	—	—
Gujarat Vidyapith	135,825	—	—
Jabalpur	25,000	50	—
Jadavpur	172,000	250	3
Karnatak	102,300	161	**1,451
Kerala	114,029	70	—
Kurukshetra	51,207	17	—
Madras	248,516	2,246	—
Maharthwada	89,450	35	—
Panjab	222,575	—	39
Poona	110,815	285	50
Punjabi	27,962	20	—
Rajasthan	124,414	55	421
S.N.D.T. Women's University	60,652	—	—
Sardar Patel	50,918	—	—
Saugar	108,812	217	295
Sri Venkateswara	82,304	41	36?
Udaipur	31,355	—	67
Utkal	61,500	24	—
Visva-Bharati	240,000	2,050	25

* Figures not available
** Includes photostats
Source : Library Development in India : Prospect and Retrospect by Girja Kumar

Universtity News Supplement

Report of Committee of Members of Parliament on Education, 1967

National Policy on Education

ON 5th April 1967 a Committee of Members of Parliament (30 from both Houses) was appointed by the Government of India with the following terms of reference :

(1) To consider the Report of the Education Commission;

(2) To prepare the draft of a statement on the National Policy on Education for the consideration of the Government of India; and

(3) To identify a programme for immediate action.

After about a dozen meetings, the Committee has submitted a Report to Parliament, a summary of which has appeared in newspapers. Important extracts from this Report which have a particular bearing on University education are given below for the benefit of our readers.

IN view of our main terms of reference and their urgency, we did not think it necessary, at this stage, to examine all the recommendations of the Education Commission. We scrutinized only its major recommendations along with the comments of the State Governments and others thereon. It will be noticed that our general approach to the problem differs from that of the Commission in three important ways. Firstly, we have not accepted the recommendations of the Commission for the creation of five or six 'major' universities or for upgrading 10 per cent of the institutions at all levels to optimum standards. We believe that better results can be obtained if we strive to maintain at least the minimum standards in all institutions and offer special additional assistance, on the basis of proper criteria, to those institutions which show high-level performance and promise. Secondly, we have placed a greater emphasis on expansion of facilities than the Commission has done, especially at the school stage. We have therefore not agreed to the Commission's proposal that a system of selective admissions should be adopted at the higher secondary and undergraduate stages. We have suggested methods for diverting a large proportion of students into different walks of life at the end of the higher secondary stage which will necessarily reduce pressures on access to higher education. But we believe that every effort should be made to provide admissions to institutions of higher education to all eligible, students who desire to study further. Thirdly, we have not favoured several recommendations of the Commission whose main objective was to create certain new administrative structures or changes in the existing ones. In our opinion, such programmes will lead to increasing bureaucratization and increase in unproductive expenditure.

Subject to these observations, we found the Report of the Education Commission very useful and valuable. We have accepted several of its major recommendations, some with modifications or changes in priority. We have also added new recommendations in certain areas where the ground was not fully covered by the Report of the Commission. All these decisions have been incorporated in the following Statement on the National Policy on Education which also includes a programmes for immediate action.

Adoption of Indian languages as media of education at all stages

The development of a proper lauguage policy can greatly assist in strengthening national unity. The key programme will be to develop all Indian languages and to adopt them as media of education at all stages. Unless this is done, the creative energies to the people will not be released, standards of education will not improve, knowledge will not spread to the people, and the gulf between the intelligentsia and the masses will continue to widen. This change-over should be brought about in five years. Adequate resources should be made available for this programme and the willing and enthusiastic cooperation of the academic community should be secured. In implementing this reform, the following important points will have to be kept in view:

(a) All-India institutions (*i.e.*, those which admit students from all regions of the country) should use Hindi and English as media of education, having regard to the needs of students. Admissions to these institutions should be so planned that students educated through any Indian languages are not at any disadvantage. In addition, all such institutions should maintain special departments which will provide intensive courses to the newly admitted students in Hindi/English to enable them to follow with ease the education given to them.

(b) The work of devising scientific and technical terminology should be expeditiously completed. This terminology should be adopted/adapted in all Indian languages.

(c) Steps should be taken side by side to ensure that students who have been educated through the medium of Indian languages are not deprived of opportunitites of good employment. These would include the adoption of Indian languages for all administrative purposes in the States and their use in the UPSC examinations.

(d) Adequate safeguards should be provided for linguistic minorities.

(e) A large-scale programme for the production of necessary literature in all Indian languages should be developed. This should be implemented mainly through the universities but should be Centrally planned, coordinated and financed. The objectives should be to produce, within five years, most of the textbooks required for this programme in all subjects and at all levels.

(f) Suitable safeguards should be devised to prevent any lowering of standards during the process of change-over. In fact, the desirability and success of the change should be judged in terms of the contribution it makes to raising of the quality of education. But caution should not be equated to delay or inaction. It is meaningful only if it is part of a policy of determined, deliberate and vigorous action.

The teaching of languages

For the teaching of languages, the following principles should be kept in veiw :

Classes I-X : The parent has a right to claim primary education in the mother tongue of his child. Every effort should be made to meet this demand. At the secondary stage, the regional language should ordinarily be the medium of education. Adequate safeguards should be provided for linguistic minorities.

Only one language, *viz.*, the medium of education, should ordinarily be studied in the first sub-stage of school education covering four or five years. Facilities should be provided, on an optional basis, for the study of regional language when it does not happen to be medium of education. A second language should be introduced, on a compulsory basis, ordinarily at the beginning of the next sub-stage. This may preferably be a language included in Schedule VIII of the Constitution, or English or any other language. The study of this language should be continued till the end of class X. A pupil may begin the study, at his option, of any third language, ordinary from class VIII provided that a pupil who has not studied either Hindi or English in the earlier classes shall be under an obligation to study one of these two languages at this sub-stage. However, it is desirable that a pupil should, before he completes his school education, acquire some knowledge of three languages—regional language/mother tongue, Hindi, and English or any other language.

Class XI-XII : At this sub-stage, a pupil shall study at least one language of his choice in addition to the medium of education.

University Stage : While facilities to study languages, on an optional basis, should be adequately provided at the university stage, the study of no language should be made compulsory unless such study is an essential part of a prescribed course.

Hindi, the link language

In practice, Hindi is already largely in use as a link language for the country. The educational system should contribute to the acceleration of this process in order to facilitate the movement of students and teachers and to strengthen national unity. The special emphasis on the study of Hindi is also justified on account of the fact that it will become the sole official language in the future when the non-Hindi areas accept it as such. It is also recognized as one of the official languages of UNESCO signifying its importance as one of the major languages of wide dissemination in the world.

Sanskrit

India has a special responsibility for the promotion of Sanskrit. Facilities for its teaching at the school stage should be provided on a liberal scale and its study encouraged. Where possible, composite courses of Sanskrit and the regional languages should be provided. A more important programme is to ensure its wide study at the collegiate stage. For this purpose, new methods of teaching should be evolved to enable college students to acquire an adequate and quick command of languages, even though they may not have studied it at school. Universities should also examine the desirability of including a study of Sanskrit in those courses at the first and second degree where such knowledge is essential (*e.g.*, courses in certain modern Indian languages, ancient Indian history, Indology, Indian philosophy). The traditional system of Sanskrit learning should be encouraged.

Higher secondary education

The next stage in the educational structure is the higher secondary (or the pre-university). The duration of the academic course at this stage should be uniformly raised to two years in all parts of the country under a phased plan. The curriculum should include two languages, three subjects selected from a prescribed list, work-experience and social service, physical and health education, and education in moral and social values. It is desirable to treat this stage as a part of school education and to entrust its academic control to a single authority in each State on which the universities should have adequate repre-

sentation. As a transitional measure, the attachment of these classes to colleges may be continued wherever necessary.

The duration of the vocational courses at this stage should vary according to their objectives (1-3 years). They should cover a large number of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, education, secretarial training, etc. Their organization should be elastic, allowing for full-time, part-time and correspondence courses and a large variety of institutional arrangements. The enrolment in vocational courses should be substantially increased to cover ultimately about half the total enrolment at the higher secondary stage.

Education at this stage should be largely terminal so that a majority of students who complete class XII enter different walks of life. From this point of view, the recruitment to the lower administrative services and posts should ultimately be made from amongst those who have completed the higher secondary stage and recruitment of graduates to these posts should be discouraged by prescribing a lower age for appointment. It is desirable to select the personnel even for the superior posts under Government or in the public sector at the end of the higher secondary stage itself and then train them further at State expense.

Higher education

The duration of the courses for the first degree in arts, commerce and science should be three years after the higher secondary stage. Where this is only two years at present, a phased programme should be prepared for the introduction of the longer course.

Immediate and effective steps should be taken to reorganize courses and to revise and upgrade curricula at the university stage. The link between the subjects taken at the school stage and those at the first degree should be less rigid and combinations of subjects permissible for the first and the second degrees should be more elastic than is generally the case at present. Special efforts are also needed to promoe inter-disciplinary studies.

The universities should define the conditions for eligibility for admission to different courses at the undergraduate stage, ineligible students being allowed to re-appear at the relevant examination to earn eligibility. Similarly, the number of full-time students to be admitted to each college or department of a university should be determined with reference to teachers and facilities available. Adequate resources should however be provided to ensure that all eligible students who desire to study further get admission to higher education; and in order to secure social justice, some allowance should be made for the environmental handicaps of students from rural areas, from urban slums and from the weaker sections of the community. Facilities for study through morning or evening colleges and correspondence courses should be provided on a liberal scale. At the post-graduate stage, the selection for admission should be rigorous.

Spread of literacy and adult education

The liquidation of mass illiteracy is essential, not only for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Plans to accelerate the spread of literacy should therefore be prepared and intensively implemented on several fronts. With a view to reducing new additions to the ranks of adult illiterates, part-time literacy classes should be organized for grown-up children (age-group 11-17) who did not attend school or have lapsed into illiteracy. All employees in large commerical, industrial and other concerns should be made functionally literate within a prescribed period of their employment and a lead in this direction should be given by the industrial plants in public sector. Similarly, teachers, students and educational institutions should be actively involved in literacy campaigns, especially as a part of the social or national service programme. The achievement of literacy should be sustained by the provision of attractive reading materials and library services to the new literates.

Adult or continuing education should be developed through facilities for part-time or own-time education and through the expansion and improvement of library services, educational broadcasting and television. The development of extension services in universities is of great significance in this context. In particular, the universities should organize special extension programmes to train rural leadership.

The academic freedom of teachers to pursue and publish their studies and researches and to speak and write about significant national and international issues should be protected. Teachers should be also free to exercise all civic rights including the right to participate in elections; and when doing so, they should be entitled to and take leave of absence from their substantive posts.

The improvement in the status of teachers should be accompanied by a corresponding deepening of their awareness of the crucial role which they have to play in moulding the life and character of the rising generation and ultimately of the nation itself. Teachers should pursue learning and excellence with dedication and devotion, bear unstinting loyalty to their institutions and strive for the welfare and all-round development of the students entrusted to their care. Teachers' organizations should evolve codes of conduct for teachers which should be zealously guarded by the profession itself.

The quality of textbooks should be kept at the highest level by attracting the best talent available through a liberal policy of remuneration and by giving special encouragement to outstanding teachers. The Government of India should take immediate steps for the production of high-quality textbooks which may be adopted/adapted in the States. The

State Governments should set up autonomous corporations, functioning on commercial lines, for the production of textbooks. But they should not claim a monopoly therein and should enlist the co-operation of the private sector. In each class and for every subject for which a textbook is needed, there should be at least three or four approved books and a school should be free to choose the books best suited to it.

It is essential that an increasing number of common books should be ready by all school students in the country. For this purpose, the Government of India should undertake, sponsor or promote the production of a series of books on different topics of national interest. These should be written by the most competent persons in the field, translated in all Indian languages, priced exactly the same in every language and made available in the library of every school.

The expenditure that parents have to incur on textbooks should be kept within reasonable limits by avoiding frequent changes in textbooks, by reducing the number of prescribed or recommended books and by keeping their prices to the minimum. A careful study should be made of the anticipated demands for paper and printing capacity during the next fifteen years and early steps should be taken to ensure that the production of paper and increase in printing capacity in the Indian languages keep pace with the expansion of education.

Examination reform

Attention should be concentrated on three major areas : reduction of the dominance of external examination; the introduction of reforms which would make them more valid, and realistic measures of educational achievement ; and the adoption of a good system of internal evaluation.

A comprehensive system of internal assessment covering all aspects of a student's growth should be introduced in all educational institutions and should be used for improvement as well as for certifying the achievement of the students. These results should be kept separate and shown side by side in the final certificate issued after external examinations. Every year, a careful review should be made of the correlation between internal and external assessment separately for each institution and action should be taken against those which tend to over-assess their students.

Scientific techniques should be developed, especially at the secondary stage, to discover and develop talent of all kinds. The universities can play a useful role in this. In view of the importance of the subject and our own great traditions, special emphasis need to be placed on the nurturing of mathematical talent. In the case of exceptionally gifted children, the State should assume total responsibility for their full education. The rules and regulations regarding courses, duration of studies, admission qualifications, etc. will also have to be suitably relaxed.

The universities

The proper sphere of the university autonomy which should be exercised within the broad framework of national policy lies in three fields : the selection of students; the appointment and promotion of teachers; and the determination of courses of study, methods of teaching and the selection of areas and problems of research. Among the measures needed to safeguard this autonomy, the most important is to appoint the right persons as vice-chancellors who should be distinguished educationists or eminent scholars in any of the disciplines or professions with high standing in their fields and adequate administrative experience. An exception may only be made in the case of very outstanding persons whose association with the universities would be desirable. Adequate provision should also be made for the financial needs of universities and to devise a suitable system of grant-in-aid, preferably a rolling system of blockgrants to be revised every three to five years.

It is necessary to amend and modernize most University Acts in India. The Ministry of Education, Government of India, in collaboration with the University Grants Commission, should initiate discussions with the State Governments concerned and complete the whole programme in the next two or three years. A convention should also be developed whereby State Governments discuss their proposals for new or amending legislation in respect of universities with the Ministry of Education and the University Grants Commission before they are introduced in the legislatures.

The principle of autonomy should be extended within the university system itself. The administration of universities should be so organized that it becomes a service agency for the promotion of academic life. Wider administrative and financial powers should be delegated to the departments of the universities; and each department should have a committee of management consisting of all professors and some readers and lecturers.

A Programme for Immediate Action

Priorities

In developing societies, the gap between educational needs and resources available for educational development is distressingly wide so that educational planning becomes essentially a decision on priorities. Within the broad framework of the long-term policy of educational development indicated here, it is therefore necessary to identify a programming for immediate action, that is, for the next five to ten years. The following is suggested from this point of view :

(1) The Indian languages should be adopted as media of education at all stages and in all subjects in five years.

(2) The neighbourhood school system should be universalized at the primary stage. Primary education (classes I-VII or VIII) should be made free immediately and free books should be provided to all pupils. An intensive programme should be launched for reduction of wastage and stagnation. Good and effective primary education of at least five years' duration should be provided for every child in all parts of the country as early as possible and at any rate within a period of ten years.

(3) The ten-year school, with a common curriculum of general education, should be adopted in all parts of the country. The new educational structure should be adopted as early as possible in all areas where the total duration of school and college education leading to the first degree in arts, commerce and science is 15 years or more. Where addition of an year of schooling is involved, a phased programme should be drawn up for the implementation of the proposal.

(4) Teachers' status should be improved and the remuneration of all teachers, particularly at the school stage should be upgraded. Programmes of teachers' education should be improved and expanded.

(5) Agricultural research and education at all levels should be developed on a priority basis. Both technical education and technological research should be taken closer to the industry; and a better status in society and industry should be given to the technician and his training improved.

(6) Work-experience and national and social service should be introduced as an integral part of all education. A beginning may be made in about five per cent of the institutions immediately and the programme should be universalized in a period of about ten years.

(7) Science education should be emphasized and scientific research should be promoted. In a phased programme spread over about ten years, science and mathematics should be made an integral part of general education till the end of class X.

(8) Emphasis should be laid on the development of essential student services, *e.g.*, development of programmes of sports and games; building up of textbook libraries in secondary schools, colleges and universities, and appointment of joint committees of teachers and students in colleges and universities to deal with day-to-day problems.

(9) Post-graduate education and research should be improved and expanded. The programme of the centres of advanced study should be developed further and clusters of centres in related disciplines should be created wherever possible.

(10) The provision of facilities for part-time and own-time education should be expanded generously at all stages.

(11) The programmes for spreading education among girls and the weaker sections of the community should be expanded.

(12) Intensive efforts should be made to spread literacy, particularly in the age-group 15-25.

(13) The recruitment policies of government should be revised to reduce the pressures on higher education, and the higher secondary stage of education should be vocationalized to divert young persons into different walks of life.

(14) In admissions to higher education, some allowance should be made for the environmental handicaps of students coming from rural areas, urban slums and weaker sections of the community, and a more equitable and egalitarian basis should be evolved for the award of scholarships or grant of admissions to important institutions of higher education.

(15) Programmes which need planning, organization and human effort rather than money, *e.g.*, promoting national consciousness, character-formation, intensive utilization of existing facilities, reorganization of courses, improvement of curricula, adoption of dynamic methods of teaching, examination reform and improvement of textbooks should be developed in a big way and on a priority basis.

(16) Emphasis should be placed on the improvement of educational administration and especially on the adoption of the district as the principal unit for planning, administration and development of education, the system of school-groups, the modernization of the system of school supervision, and the organization of a nation-wide programme of improvement of educational institutions through preparation and implementation of individual plans.

Essential conditions for success

Even with the maximum mobilization of resources for education however, the available funds will still be inadequate and for some years to come, the development of education will have to be brought about under conditions of comparative scarcity. Several measures will have to be adopted to overcome this severe handicap. For instance, the utmost economy should be practised in everything. In particular, the expenditure on buildings should be reduced to the minimum by using locally available materials and by

adoption of austere and utilitarian rather than ostentatious standards. The cost of equipment also should be reduced to the utmost by better designing, large-scale production, improvization and careful handling to increase its life. Whereever possible, facilities should be shared in common by a group of schools; and when equipment becomes costly and sophisticated, it should be intensively and cooperatively utilized for the largest part of the day and throughout the year.

Every effort should be made to utilize existing facilities most intensively so as to obtain full return on all the investment made in education. The number of working days should be increased and the working day should be longer. The vacations should be adjusted to meet the requirements of the institution and students or to enable a better organization of programmes of work-experience or national and social service. The libraries, laboratories and craft sheds should be open all the year round and for at least eight hours a day, if not longer. All educational buildings should be put to intensive use and utilized even in the vacations by designing suitable co-curricular programmes.

There is urgent need for the proper planning of educational institutions to avoid overlapping and duplication and to create larger institutions which tend to be less burdensome in cost per student. Well-considered criteria should be prescribed for schools of all categories and, on their basis, careful plans of perspective educational development, spread over the next 10-15 years, should be prepared separately for each district. This becomes even more important in higher education which is costlier and where the required resources in men, money and materials are even more scarce. It should therefore be an objective of policy to plan the location of colleges carefully and to establish bigger affiliated colleges, exceptions being made only in the case of educationally underdeveloped areas or in the initial years of the life of a new institution. Similarly, careful coordination is needed in the organization of courses, training facilities and research programmes in universities also. Considerable restraint is needed in establishing new universities. Adequate preparation should be made for the purpose, and the general policy should be to establish university centres in the first instance and to develop them into universities in due course. No new university should be started unless the consent of the University Grants Commission has been obtained and adequate provision of funds has been made.

It will also be necessary to adopt a new and unorthodox techniques which give quick results or reduce costs. Empahsis should be laid on such measures as the large-scale development of part-time and own-time education, the use of mass media and modern techniques, programmes instruction and the utilization of advanced students for teaching the more backward ones.

Perhaps the most important measure to overcome the handicaps of an 'economy of scarcity' is to create a climate of dedication and sustained hard work so that students, teachers and administrators invest themselves in their tasks to make up for the shortcomings in material resources. There seems to be a pervading atmosphere of cynicism at present. But a developing country like ours cannot afford such luxuries. Idealism—for there is no better word—is needed in our country, now more than ever, in every sphere of life, and especially in education. The reconstruction of education thus presents a supreme challenge to all of us who are now called upon to create a system of education related to the life, needs and aspirations of the peoples and to maintain it at the highest level of efficiency. It is upon our response to his challenge that the future of the country depends.

Some points from the Minutes of Dissent

I regret that the Education Commission has not touched on the cinema and television as the most suitable media for education. In almost all countries of the world, these media are fully utilized for this purpose.

I also take strong exception to the wrong name of culture being given to the lowest arts, like dancing and singing, in the Education Commission's Report. These might be part of culture for the people of the West, who have not as yet reached the higher conceptions of philosophical living, but for the people of India, only the highest forms of philosophical discourses, etc. have been recognized as culture. By encouraging these so-called arts, a concerted effort is being made to degenerate the people as a whole. I would like to see *Yoga* and *Asanas* being encouraged on a mass scale, so that the people of the country might become healthy and strong, as a healthy body is necessary for healthy mind.

DIGVIJAI NATH

(1) In para 3, the word "adversely" occurring in the last sentence should be omitted.

(2) In para 11, there is a statement that Hindi will become the sole official language 'when the non-Hindi areas accept it as such'. My view is that Hindi should be the sole official language of the Union immediately.

(3) I believe that scheduled castes or scheduled tribes who are converted to religions other than Hinduism should not be entitled to any concessions to *Nav-Boudhas*, as proposed by the Committee, does not arise.

(4) I do not agree with the Committee in recommending separate scales of pay for university and college teachers—these should be the same because their duties and qualification are the same.

(5) I accept the recommendation of the Committee with regard to the academic freedom of teachers. But I do not agree that teachers should participate in elections. This will have a very adverse effect on standards in education and discipline.

(6) Para 74 speaks of education institutions conducted by 'minorities'. The obvious

implication is to cover both types of minorities—religious and linguistic. I recommend that linguistic minorities should receive the protection given to them under the Constitution. But religious minorities need not be protected in the educational field.

(7) The word 'minorities' occurring in para 78 should be substituted by the words 'linguistic minorities'.

TARAKESHWAR PANDE

We have in our country in the field of business the private sector and the public sector. Human nature being what is it, the public sector has become notorious for its inefficiency, delays and incompetence. My fear is that the same will be repeated in the case of the public sector in education. And therefore schools run by societies, institutions or private individuals in the private sector which are better should be allowed to co-exist and not forced to close down. Otherwise I fear we will have generally a retorgression in education rather than progress, if I may add, as we have in our economy at the present moment.

I am generally in favour of the regional language being the medium of education; but have we the necessary textbooks to accomplish this in five years? Besides, while there is provision for safeguards to minorities the experience after the bifurcation of Bombay State has been none too happy. How many Gujarati schools all over Maharashtra have been virtually forced to close down as a result of this policy? A rather liberal attitude of allowing the minority institutions to co-exist will have to be adopted. Otherwise not only minorities will be deprived of their fundamental rights but it will result in the division of this country into water-tight regional language compartments and instead of helping integration, it would lead, my fear is, exactly to the opposite. Hence emphasis on the teaching of another language, preferably a language which can be a common link, Hindi or English, is very important.

The English language has acquired an important position in India historically whether some people like it or not. If the country is to progress in scientific, technological and medical education it will be difficult for us to do away with English entirely. Let us remember the example history provides. Germany was the leader in research in these subjects until after the downfall of Hitler and so the knowledge of German was then considered essential even in British universities. But with a large number of German scientists, technicians being driven out of Germany during Hitler's regime and their being welcomed in American universities and their being provided with all facilities including translators, America has taken the lead and established a similar position for English during the years following the war in this matter. Hence the importance of English cannot be overlooked, and having historically obtained the advantage of our close association with English, why should we destroy it ? It would be like cutting one's nose to spite one's face. In the context of the present world conditions, the rapid growth of fast, mass media, communication, air travel and space research and last but not the least, the threat that the recent Chinese nuclear explosion has posed, it would be the height of folly to cut away from the ties, very useful ties, that historically English has brought to us. The teaching of the English langugage should therefore be encouraged.

DAHYABHAI V. PATEL
R.K. AMIN

I have given my best thought to the question of the teaching of languages at the different stages. (During the meetings of the Committee the question was taken up and discussed and the two-language formula in the place of the three-language formula recommended by the Education Commission, was pressed. This two-language formula will totally eliminate the official language, *i.e.*, Hindi from the non-Hindi areas. Since the Constitution of India came into force Hindi is declared as the official language of the Union. If the two-language formula was adopted, only Hindi is to be included compulsorily as second language in the non-Hindi regions; and they may thus be deprived of the English language which is an associate language; and in Hindi area students will have a chance to study English as a secnd language. No one will thus have an opportunity to study the other regional languages.

The three-language formaula was evolved after a great deliberation to coordinate the teaching of mother tongue (or regional language) with the official language and English and other modern Indian languages. It was felt that it was necessary to compulsorily teach three languages at the secondary stage of education. The Education Commission gave its considered thought to this . The Commission rightly observed that English cannot serve as the link language for the majority of people. It is only Hindi which can and should take this place in due course. As Hindi is the official language of the Union and the link language of the people, all measures should be adopted to spread it and to make it acceptable and popular in non-Hindi regions. The hostility against Hindi is to be removed.

I therefore feel that we should adhere to the three-language formula recommended by the Education Comission.

(1) The mother tongue or the regional language;

(2) The official language of the Union or the associate official language of the Union so long as it exists, but not covered in (1); and

(3) Hindi for those who have not read it in (1) and (2) or English for those who have not read it in (1) and (2); or any other Indian language included in VIII Schedule preferably a South-Indian language for Hindi region.

One more important question which should be considered and decided is regarding the form of numerals to be used in teaching and for official purposes. Every regional language has its own form of numerals. I think, to bring uniformity and convenience we should adopt the international form of Indian numerals in all the languages. This has been explicitly provided in our Constitution. We have already evolved a common scientific and technical terminology for all the languages.

I accept the recommendation of the Committee with regard to the academic freedom of teachers. The teachers can take part in politics also but when they plan to contest the elections they should resign first, whether they may be in the service of private management or aided schools, colleges and university or Government service.

I do not object to the levy of an educational cess by the State. But it should not be levied on lands which have been exempted from land revenue.

SAVITRI SHYAM

While agreeing with the decision of the Committee to introduce Indian languages as media of instruction at all stages of education, I consider that no undue haste be made in implementing this decision in the faculties of medicine, agriculture and engineering and post-graduate education in science. The decision to introduce the Indian languages in these sectors within five years is not practicable. It is not desirable too if India has to develop fast in the technical and scientific field.

As regards the teaching of languages in schools, the three-language formula which was evolved after mature and all-sided consideration is still the only solution and as such should be adhred to.

The teaching of two additional languages, *viz.*, Hindi as the official language and English, so long as it exists as an associate language, is necessary. A workable formula about their periods of instruction can be evolved.

S. K. VAISHAMPAYAN

I do appreciate the strenuous effort made by the Committee to find a suitable solution for the education-*cum*-language problem of the country. Yet I cannot but differ from the views expressed in the report of the Committee on certain basic issues such as link language.

The report states that "In practice, Hindi is already largely in use as a link language for the country." It is a completely baseless premise that Hindi is a link language. It is based on the wish and assumption that, as stated in the report, "Hindi" will become the sole official languages of India in the future, when the non-Hindi areas accept it as such.

I agree that it is not only necessary but inevitable that the regional languages must be used increasingly for educational purposes. I cannot however agree that it is in the realm of possibility to use these languages within the short space of the next five years at all stages, which includes the post-graduate level, without a further deterioration in standards.

There is another matter on which I disagree with the majority report : it is the recommendation on the adoption of regional languages for the UPSC examinations. As one who is closely associated with the examination techniques, I am only too aware of the difficulties of coordination of standards in different subjects in the same languages, and in the same subject, in the same language. I am convinced that moderation and standardization between multiplicity of languages, disparate in their content and development, will seriously militate against the reliability and validity of such examinations. My fear is that one result of a multiplicity of media will be competition, perhaps unwittingly, in mark-giving between examiners in the different languages with the result that the quota-system will inevitably emerge. All semblance therefore of any maintenance of standards in these all-India services will disappear.

The need of teaching Hindi as a compulsory subject throughout the country will become all the more important after the switch-over to regional languages as media of instruction and administration.

To put English on the same footing as Hindi would be wrong and will undermine not only the growth of Hindi but also the growth of regional languages which are intimately connected with the growth of Hindi.

I regret to say that I found much unreality about the entire problem of education as it has to be reorganized after twenty years of our independence, as the basic problem about the character of education to be imparted to our children has not been examined by the Education Commission, as it was expected to do. I am sorry that the Report of the Education Commission was not considered in detail by the Committee, thereby defeating the very purpose for which it had been appointed.

K. ANBAZHAGAN

LIBRARIES

Holdings

Micro-print cards	Microfische sheets	Press-clippings	Manuscripts
—	—	—	4,572
825	—	720?	—
—	359	—	8,175
—	—	—	300
845	—	—	175
—	—	—	2,402
—	—	—	—
—	—	—	—
—	—	—	—
5,000	—	***450	2?
975	1,095	—	24
—	—	—	—
—	—	—	1,707
—	—	—	67
—	—	—	1,600
—	167	—	—
—	—	—	2,480
—	—	—	2?
—	—	4,000	38
—	—	—	—
—	—	—	—
—	—	—	—
—	—	77	—
—	—	—	—
—	—	—	1,215
—	—	—	12,000

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Campus News

Annamalai University

The Syndicate of the Annamalai University has accepted in principle the introduction of a shift system to facilitate the intake of an additional 300 students in the pre-university class.

The Syndicate considered the report of the special committee which went into the question of introducing a shift system at the P.U.C. level. The University has at present accommodation for 700 students in the P.U.C. class.

The Vice-Chancellor, it is reported, has been asked by the Syndicate to work out the details of the implementation of the shift system in consultation with the deans and heads of departments in the University.

Questions like the additional commitments to the University relating to equipment and extra staff to be employed also came up for consideration at the Syndicate meeting.

Bombay University

Dr. P. B. Gajendragadkar, Vice-Chancellor Bombay, University, informed a gathering of scientists that he was thinking of introducing Oceanography in the curriculum of the university.

Over 50 oceanographers from the US research ship "Oceanographer", currently in Bombay on a research expedition, and an equal unmber of Indian meteorologists, marine biologists and oceanographers attended a two-day seminar, inaugurated by Dr Gajendragadkar.

The University has decided to establish an endowment in the from of a lectureship to perpetuate the memory of the late Ishwar Chandra Vidyasagar, a great social reformer and educationist of India.

A sum of Rs. 20,000 has been raised by voluntary contributions towards the establishment of the endowment, which will be called the "Ishwar Chandra Vidyasagar Memorial Lectureship."

The lectures will be held every alternate year. When an equivalent sum is added to the endowment the lectures will be held annually. The subject matter of the lectures will be social and cultural contributions of such persons in each State in the country which, in view of the university, have not received due recognition. The first lecture will be on the life of of the late Vidyasagar, to be followed by personages from other states arranged in an alphabetical order.

Burdwan University

Semester system has been introduced in the under-graduate courses from current session (1967-68) in the Regional Engineering College, Durgapur.

There will be two University Examinations in the semester system. The syllabus would be accordingly split up into two semesters.

Gurukul Kangri Vishwavidyalaya

The University Grants Commission has conferred the permanent status of a University on Gurukual Kangri Vishwavidyalaya, Hardwar, it is learnt.

The Gurukul was until now recognised by the Government under Section 3 of the U.G.C. Act.

Kurukshetra University

The University would soon have a Faculty of Agriculture, since a College of Agriculture had been started at Kaul, at a distance of 10 miles from the campus.

The University had also decided to start new courses in M. Sc. (Botany and Zoology) Pre-Engineering, B.Ed (one-year course), and French (certificate course). Public Administration would be introduced as a subject at the under-graduate level.

The University also proposed to start evening classes in M.A. (Hindi) and set up an institute of Haryanvi culture. General Education might also be introduced at the under-graduate level.

Osmania University

As a result of the financial crisis faced by the university in recent months, the Syndicate of the Osmania University has decided to enhance the tuition fee by 20 per cent from this academic year.

The university has been facing the financial crisis largely because of the State Government's inability to honour its commitments and release the block grants in full.

As a result, the Syndicate of the university was forced to take the decision to raise the tuition fee by 20 per cent as also to suggest a cut of 5 to 10 per cent in the salaries of the senior members of the staff. Research programmes have also been said to be curtailed severely.

Dr. D. S. Reddi, Vice-Chancellor of Osmania University, left for London on July 11 , to attend the meeting of the Executive Committee of the Association of Commonwealth Universities. He is a member of the Commonwealth Universities Committee in his capacity as the President of the Inter-University Board of India and Ceylon.

Besides participating in the discussions, Dr. Reddi, along

with other members, will be visiting several universities in the United Kingdom and discuss with the British Council and other Universities, schemes for collaboration in the Departments of Astronomy and Geography.

Dr. Reddi will also make a short stay in France and West Germany at the invitation of those governments and will discuss the existing scheme of collaboration with the University of Strasbourgh in France and the proposed scheme of collaboration with the Universities of Aachen and Bochum in West Germany.

A five-day planning evaluation conference on science education in India began at Osmania University on July 19. The conference was sponsored by the National Council of Science Education in India.

Nearly fifty delegates includding six from the United States, and representetives from USAID and NFS, are attended the conference. This is the second conference being held in India; the first one was held at Srinagar last year.

Punjabi University

The Sikh Divinity College, the first of its kind in India, is being started at Patiala from the current academic session.

Known as Gurmat College, it will initially admit 10 graduates for a two years course in Sikh divinity along with a comparative study of Hinduism, Islam, Christianity and Buddhism.

All students admitted to the college will be paid a monthly stipend of Rs. 200 throughout the duration of the course.

The college will be affiliated to the Punjabi University, Patiala, for the award of Master of Divinity degree to the students.

After the completion of their studies at this college, students will be charted to various parts of India and foreign countries for a systematic exposition of the tenets of Sikhism.

The college will be located at an old religious monastery, Dera Baba Jassa Singh, behind the Maharaja's palace.

A big tract of agricultural land endowed to the monastery has also been given to the college committee.

Madras University

The World University Service of Madras University will have a new International Centre coming up in its own building soon with the assistance of the WUS international (Geneva) and the State government of Madras.

At present the centre is located in the university examination hall at Marina beach. The state government of Madras has offered a site of 4 grounds for the construction of the new building and the World University Service of Geneva promised an amount of rupees one lakh for the same purpose.

The new building which will be having three stories is planned to house a library, a book bank, a health centre, hospital for poor students, guest house for visiting foreign students and a medical store.

Madurai Uwiversity

Madurai University proposes to open, if there is adequate demand, a part-time Law Course. The classes will commence some time in October, 1967.

Meerut University

Meerut University, which came into being last year, has introduced a programme of studies and examinations on the semester system for its 30,000 students in 53 affiliated colleges.

Under this system, the two-year graduate and post-graduate courses would be divided into four semesters, two every year with well-defined courses. The university will hold examinations after each semester.

If a student fails in one subject he will not lose a year but will be required to appear in that particular subject either at the summer course, specially prescribed by university, or at the next semester.

He will, however, be awarded credit for the examination or subject in which he makes the acceptable grades.

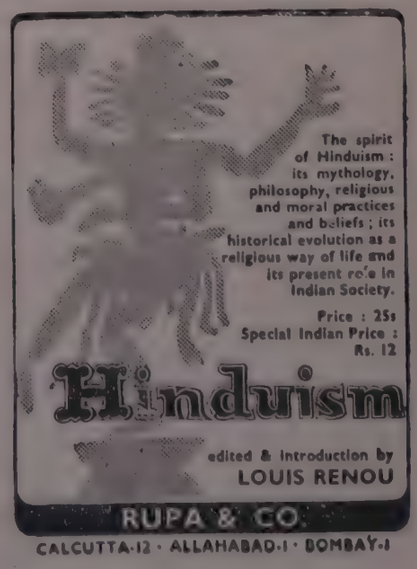
Sir Venkateswara University

The Syndicate of Sri Venkateswara University, which met recently, decided to increase the tuition fee for fresh entrants to the S.V. University College by 10 per cent from the current academic year and all examination and other fees by 10 per cent.

The Syndicate permitted the Harijana Vidyarthi Udharaka Sangam, Vakadu (Nellore District), to start an aided college for providing instruction in Sanskrit and other Oriental Languages with effect from 1967-68.

Udaipur University

Mr. G. S. Mahajani, Vice-Chancellor of the University, has left for London to attend the meeting of the Executive Committee of Commonwealth Universities.



Book Review

Education, Scientific Policy and Developing Society. Edited by A. B. Shah. Publishers : Manaktalas, Bombay, Price: Rs. 28 Cloth. pp. xi+506

Publication of the "Education and National Development", which is the formal report of the Commission on Education was appointed by the Government of India in 1964. Since the appearance of this Report in 1966, several articles evaluating the Report have appeared.

The Commission themselves had made it known that since the worthwhileness of their recommendations could be judged only by the form in which and the extent to which they could be *implemented*, frank criticism would be welcome.

The Educational Adviser to the Union Ministry of Education who is concerned with the implementation of the Commission's recommendations is, no doubt, already familiar with the articles in the present selection since they appeared in the *Minerva* before the publication of the Report.

The publication of this selection may therefore serve a dual purpose : (*a*) It will enable the authorities at the Centre as well as at the States level to evaluate the Commission's Report in the light of the independent thinking reflected in these articles, and (*b*) It will indicate to the general reader the immensity of the problem of *reconstruction* of higher education in developing countries, and of relating it to the economy, the resources in men and money, and the aspirations of "new" nations, including India.

There are in all 23 articles and a very valuable Appendix which reproduces Edward Shils' Note on the improvement of Indian higher education, and a brief foreward by Edward Shils himself.

Almost every article in the selection stands by itself, its relation with the other articles being indicative of the general concern which had prompted the foundation of *Minerva*, namely, "that it should serve the higher educational and scientific needs of countries like India."

In stressing the need for academic excellence, and academic freedom, most authors seem to agree with Eric Ashby (page 4) that the Universities are unique among the social institutions. Sir Eric stresses this point further by saying that they have "a universality greater even that of the Church, for they deal with concepts which command the assent of educated men irrespective of race, colour, religion, language or politics".

In his article on "Establishing a New University in Africa" Kenneth Mellanby refutes the generally advanced argument that "we should have produced simpler, cheaper institutions, more closely associated with African needs, and giving particular attention to agriculture" (page 85). Whereas K. L. Stretch in "Academic Ecology" challenges the Robbins Committee's recommendation that new universities should be founded in large cities" (page 129), he pleads for quality part-time instruction *even* for university graduates and points out how beneficial it would be for them and others who must remain satisfied only with part-time instruction and who must live adjacent to their main jobs if the teaching facilities are *located at centres of communication on a regional basis.*

There are articles dealing with language problem in India as well as in, say, Ceylon and the conflict between the "University authorities" and the "government" under stress to provide university education for thousands of school-leavers educated entirely through the medium of national languages" (page 195) has been discussed in detail.

A question which agitates the mind of a serious educationist is the need for and the obvious limits on student participation in politics in developing countries. S. M. Lipset's article on this subject admits the dilemma in which the universities in developing countries find themselves being institutions "part of whose task is to propogate a universal culture and to contribute to its growth, while simultaneously cultivating and developing the indigenous, actually or potentially national culture and enhancing national life" (page 254).

This would explain the unavoidable pressures from politically sensitive country-men as well as students who "at the most sensitive and reactive stage of life are being subjected to a discipline which is alien to their own indigenous social and cultural traditions and on their performances, on which, assessed by 'alien standards' their future will largely depend".

These are the ingredients on which most political parties in developing countries foment discontent in student bodies for their own gains. The students are thus not involved in *politics*—they are caught up, often unawares, in a turmoil which at best can be called student disturbances. One very much wishes that the students do really get involved in real hard politics—for most of them will soon find themselves there after their graduation.

One would refer the reader very specially to Edward Shil's Note on the improvement of Indian higher education. This is given as the Appendix to the book and was submitted as a memorandum by Shils to the Education Commission.

A careful study of this Note will reveal some significant dimensions to the problem of striving for excellence in higher education in this country. The Editor, A. B. Shah, has done a great service to those who would need in one compact volume some of the best thinking on problems of higher education in developing countries, and to a certain extent even in developed countries.

The printing and the general get-up of the volume are commendable.

—J.W. Airan

Employment Opportunities For Technical Personnel in India

A Survey Report

A recent survey by the Directorate of Scientific and Technical Personnel, on employment outlook during the current year reveals :

*Nearly 30 per cent of the sanctioned posts in Agricultural Universities, 27 per cent in I.I.T.'s 20 per cent in Engineering Colleges and 15 per cent in Polytechnics are vacant. Staff in the Medical Collegesand Hospitals are short by 16 per cent of the sanctioned strength. Postgraduate science departments of the Universities recorded 15 per cent vacancies for staff, while Colleges (Science) had 6 per cent of staff positions unfilled.

Research Organisation have 19 per cent of their posts unfilled. Engineering construction and service departments (Public Works, Irrigation, Electricity) of the government indicated less than 1 per cent vacancy.

Mineral resources exploration sector showed a high degree (nearly a quarter) of staff vacancies.

Public Sector industries have only about 7½ per cent vacancies and Private Sector industries less than 1 per cent.

*About half the vacancies reported have remained unfilled for more than a year.

*Vacancies with starting salaries of Rs. 400 p.m. or higher are slightly less than half of the total vacancies.

*Expected expansion in scietific and technical staff in 1967 is less than 5 per cent of the current sanctioned strength.

The Survey was undertaken by the Directorate of Scientific and Technical Personnel to ascertain employment outlook for graduate and post-graduate degree holders in the various sectors at the beginning of 1967. Employment opportunity is reflected directly by existing vacancies in the various establishment.

It is also necessary to consider the probable expansion in staffing. The requirements of personnel for new organisations and new departments may be sieable, but unborn establishments could not obviously come under the present survey.

In the present report, the following definitions have been adopted :

Staff :	Scientific or technical employees with at least a degree.
Junor Scales:	Those with a start of Rs. 400 p.m. or above
Senior Scales :	Those with a start of Rs. 400 p.m. or above
Vacancies (i) :	Vacancies as percentage of total sanctioned strength.
Vacancies for over one year(%) :	Vacancies which existed for over one year as percentage of total vacancies.
Likely new posts(%) :	New posts likely to be created in 1967 as percentage of sanctioned strength at the time of the survey.

This report presents the employment position in various sectors early in 1967.

The University post-graduate science departments need teachers and research staff mostly with qualifications like M.Sc. or Ph.D. Eighty per cent of these positions are in grades with starting salary of Rs. 400 p.m. or higher. In the 163 responding departments, the proportions of unfilled vacancies were 18 per cent in Junior and 15 per cent in Senior positions.

Lowest Vacancies

About 42 per cent of the vacancies in the Junior grade and 36 per cent in the vacancies in the Senior grade have continued to remain unfilled for over a year. Additional positions expected to be created in 1967 form about 10 per cent of present sanctioned strength at each of the levels. Agricultural Universities and teaching departments have been treated separately.

University staff vacancies are found to be lowest (about 6 per cent) in the departments of Chemistry, and highest (over 25 per cent) in the departments of Geology and Geophysics. The number of persons taking the M.Sc. or Ph.D. degrees in Chemistry is, however, the highest among all science subjects.

Delay in filling up of sanctioned posts is quite striking. The survey reveals that 37.5 per cent of the total vacancies in the postgraduate science departments remained unfilled for more than a year.

Nearly 60 per cent of the vacancies for senior posts in Physics, Chemistry and Botany have remained unfilled for long. At the junior level, 85 per cent of the vacancies in Mathematics and Statistics, and over 70 per cent in Chemistry have also been lying unfilled for over a year.

Agricultural Universities

Agricultural Universities are largely new, or expanding. Staff

positions are generally weak. About a third of the teaching positions in Agricultural Universities and departments were found to be vacant. Expansion in staff to the extent of about 6 per cent is expected in the course of the year.

Vacancies continuing for over one year are about 30 per cent of the total vacancies.

Engineering Institutions

Employment characteristics vary in the different types of Engineering Institutions. They are, therefore, treated in three groups : Institutes of Technology, Engineering Colleges and Polytechnics.

At the senior levels, nearly one-fourth of the posts were vacant in I.I.T.'s and Engineering Colleges. A larger percentage of the better-paid positions have been lying vacant for over a year, than the less paid. Further, the proportion of long-standing vacancies in the Polytechnics is highest and those in the I.I.T's lowest, among the Engineering Institutions.

Medical Colleges and Hospitals

Vacancies of 16 per cent are observed in the 29 Medical Colleges and Hospitals responding. Staff expansion is expected to be less than 3 per cent in this year, as indicated by the organisations.

Half of the vacant positions continued to remain unfilled for over a year.

Colleges for Science

Teaching positions in Science Colleges are staff in the 'Junior' grades with starting pay less than Rs. 400 p.m.

Research Organisations

In the 84 Research Organisations responding, the scientific positions constitute 84 per cent and engineering positions 16 per cent in the sanctioned strength.

Unfilled vacancies in the Research Organizations form one-fifth of the sanctioned strength. Half the unfilled posts have continued to remain vacant for over a year. The expected staff expansion in 1967 is about 7 per cent.

Low demand for technical and scientific personnel in Indian industries, as revealed by the present survey, should cause anxiety.

Unfilled vacancies constitute about 7½ per cent of the sanctioned strength in the Public Sector industries, but less than 1 per cent in the Private Sector. This is based on the data supplied by 48 industrial organisations with over 10,000 engineering, technological and scientific positions.

Expected expansion of technical staff is likely to be only 2 to 3 per cent. Low staff expansion in the industrial sector shows skepticism in the face of current financial stringency and general economic recession in the country.

Some 20-25 per cent of the vacancies in the industrial organisations have continued to remain unfilled for over a year.

Engineering Departments

Public Works Departments, Irrigation Departments and State Electricity Boards are well established Government bodies employing large numbers of engneers. Six of such organisations, employing over 5,000 graduate engineers, have reported a total of less than 40 vacancies for engineering graduates.

Though the average vacancies work out to 0.7 per cent, four out of the six organisations indicated no vacancy at all. Additional need for engineering graduates in 1957 is likely to be about 60, indicating a probable expansion of about 1 per cent only.

Mineral Exploration

The Geological Survey of India and the Indian Bureau of Mines are among the major mineral exploration organisations in the country. A quarter (24.2 per cent) of their sanctioned posts are reported vacant. Over 80 per cent of the vacancies remained unfilled for more than a year. The long-standing deficiencies in the exploration staff is quite telling in view of the fact that India's mineral resources have not been adequately explored, and that we have the highest incidence of unemployment among our geologists and geophysicists.

READERS' FORUM

Will you please inform me the names of Universities in Ceylon?

Raj Kumar, Delhi

There are three universities in Ceylon, viz.,

(i) University of Ceylon (ii) Vidyalankara University of Ceylon (iii) Vidyaodya University of Ceylon.

Is there any University in India which conducts the B.A. course through correspondence?

M. L. Garg, Banswara

The University of Delhi conducts the B.A. examination through correspondence. Details about the course can be had from the Director. Correspondence Courses & Continuing Education, University of Delhi, 22-Lucknow Road, Timarpur, Delhi-7.

I want to do the Diploma course is Business Administration/ Management. Will you kindly send me a list of universities which conduct this course ?

K. M. Chhaya, Porbandar

The Universities of Aligarh, Bombay, Calcutta, Delhi, Kerala, and Madras conduct the Diploma Course in Business Administration/Management.

I am intending to do Oriental examination. Will you let me know the facilities for the study of courses like the Diploma in Oriental Learning, B.O.L. and M.O.L. which are provided in Indian Universities.

M. L. Gupta, Gwalior

Diploma in Oriental Learning is being conducted by the Universities of Osmania, Poona and Saugar.

B.O.L. course is conducted in the Universities of Annamalai, Bihar and Osmania.

Facility for the study of M.O.L. exists in the Universities of Annamalai, Bihar and Rajasthan.

The University of Kerala however conducts the B.A. (Oriental Studies) course.

Universities in the making

Agricultural University, Maharashtra.

A Bill seeking to establish an agricultural university in Maharashtra has been introduced in the Maharashtra Council by Shri P. K. Sawant, Agriculture Minister.

The Bill provides for the establishment of a residential and teaching agricultural university. No place for the headquarters has been mentioned.

The main objectives of the university are the creation of a central organisation with constituent colleges for imparting education in agriculture, allied sciences and humanities; furthering the advancement of research in agriculture and allied sciences; and to bring about a closer relationship among teaching, research and extension workers and to improve the economic and social lives of the rural people.

It is also proposed to bring under the university institutions of higher learning, diploma courses and short-term training classes in agriculture and allied subjects, like forestry and fisheries, at present under Government departments.

The select committee has reviewed the matter in its meetings and recommended the deletion of certain clauses contained in the Bill. One such clause refers to state government's prerogative to issue directions to the proposed university. The clause is certainly to be dropped now.

Himachal Pradesh University

The Himachal Pradesh Government has decided to have a university of its own and has approached the Government of India and the University Grants Commission for the purpose. As a preliminary step a State Board of Education is being established.

The State Education Ministry has constituted a Committee of M.L.A's and eminent educationists to advise the government in the matter.

Mithila University, Darbhanga

The Mithila University at Darbhanga is now a certainty.

A committee has been formed to work out details for the immediate establishment of a modern university at Darbhanga and also to advise the State Government on the structure and character of the proposed Mithila University Act.

The Speaker of the Bihar Legislative Assembly confirmed the news at a public meeting and declared that hardly any hurdle was left in the way of establishing Mithila University

Nehru University, Delhi

Dr. Triguna Sen, Education Minister, confirmed in the Rajya Sabha that Government was very serious about the setting up of the proposed Nehru University in the capital.

The Minister was replying to a number of questions complaining that Government was not attaching any seriousness forestablishing the university to perpetuate the memory of Shri Nehru.

"We attach all seriousness to set up this university. It is true that we are haunted with the paucity of funds," he added.

SEMINAR

(*Continued from page 2*)

The other panel was of the view that education in subjects under social sciences, especially economics, should be enriched and broadened.

It recommended the introduction of a five-year integrated course in business administration to which students could be admitted after passing the pre-degree examination. In such course technical staff should be provided by the universities. But very close co-operation should exist between the university and the men in industry.

Classified Advertisements

UNIVERSITY OF SAUGAR

Advertisement No. R. 11/67.

Applications are invited so as to reach the Registrar, University of Saugar, Sagar (M.P.) by the 29th August 1967 at the latest on a prescribed form for the post of *Demonstrator in the Department of Psychology* at this University on the salary scale of Rs. 220—10—280—EB 15—400 plus D.A. & P.F. benefits according to University rules. The perscribed form will be supplied on request accompanied by a self-addressed envelope of the size 9"—4" on payment of Rs. 5.00 as application fee.

The post of is permanent. The period of probation shall be two years from the date of joining duty. This period of probation may, however, be extended by such further period as the Executive Council may deem fit; but the total period of probation shall in no case, exceed three years. Services during the probationary period may be terminated without notice and without assigning any reason.

The age of retirement is Sixty years.

Qualifications :—

(*i*) At least a second class Master's degree in the subject (*ii*) A good working knowledge of Hindi both written and spoken.

Candidates already in service should send their applications through proper channel. An advance copy can, however, be sent direct. The application should carry a testimonial with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

Candidates selected for interview will have to come to Sagar at their own expense and bring with them their original degrees, certificates etc.

S. J. NAIDU,
Registrar

ALIGARH MUSLIM UNIVERSITY

Advertisement No. 8/67-68.

Application are invited on the prescribed form for the following posts :—

1. **Professors Electrical and Mechanical Engineering, Scale Rs.** 1100—50—1300—60—1600.

Qualifications :—

(A) A first of high second class basic degree in Electrical/ Mechanical Engineering. (B) Ordinarily post graduate degree in the subject. (C) Ordinarily ten years experience of which five years should be in a position of responsibility

in teaching in an engineering institution of a Degree standard and/or research

Desirable :- Published research work.

2. **Lecturer in Metallurgy (Mech. Engg.). Scale Rs.** 400—40—800—50-950 **plus D.A.**

Qualifications :-
First class Bachelor's degree in Metallurgical Engineering or metallurgy or post graduate qualifications in either.

Prescribed application forms and instructions may be had from Registrar by sending self-addressed envelope 9″—4″ size. Last date of receipt of applications in 16 *August* 1967. Incomplete applications and those received late may not be considered.

Higher start may be given for special qualifications and experience. Candidates interviewed may be paid contribution towards their T.A. equal to one second class Railway fare only.

Note - Those who have already applied need not apply again.

P. V. GEORGE
Deputy Registrar

UNIVERSITY OF POONA

Applications are invited for the following teaching posts in the University Department of Physics :

1. One Reader (Temporary)

and

2. Two Lecturers (One Temporary)

Detailed information regarding required qualifications, pay scales etc. will be supplied alongwith thep rescribed application form on receipt of a self—addressed envelope (23cm—10cm) bearing postal stamps worth Re 0.45 paise to cover the postage. Applications should reach the University Office not later than on Saturday 19*th August*, 1967.

W.H. GOLAY,
Registrar.
Ganeshkhind, Poona-7.
25th July, 1967.

UNIVERSITY OF UDAIPUR

Advertisement No. 6/67, dated 29th July, '67

Applications are invited for the following posts in the University. Qualifications can be relaxed and higher start be allowed for outstanding experience and achievement. Benefits of Provident fund, Leave etc. would be according to the University rules. Application form can obtained from the undersigned on payment of Re. 1/- through crossed postal order drawn in the name of Comptroller, University of Udaipur. A self addressed envelope 9"—4" should invariably be sent along with the postal order for despatch of prescribed application form. Application on prescribed form must reach the undersigned by *August* 25, '67.

I. College of Agriculture Udaipur/Jobner

(*a*) Lecturer in Rural Sociology in the grade of Rs. 400—30—640—EB—40—800 plus usual Dearness Allowance.

Qualifications :

At least a good second class Bachelor's degree followed by a first class Master's degree in the subject or a good second class Master's degree with at least three years teaching and/or research experience or Ph.D. in the subject. Good knowledge of Extension Education desired.

(*b*) Lecturer in——
(*i*) Dairy Science (Leave vacancy)
(*ii*) Agri. Chemistry ,,
(*iii*) Agri. Botany ,,
(*iv*) Agronomy ,,

Grade : 400—30—640—EB—40—800+usual Dearness Allowance.

Qualifications :

Essential : At least a good second class B.Sc. (Ag) with first class M.Sc. or M.Sc. (Ag) in the subject or in any of its branches, or with a good second class Master's degree with at least three years degree classes teaching experience in a College of Agriculture and/or research or Ph.D. in the subject.

Desirable for (*i*) Specialized in Dairy Chemistry. (*ii*) Specialized in Soil Micronutrients of Soil Physics. (*iii*) Specialized in Plant Physiology Plant breeding. (*iv*) Specialized in Irrigation and Soil conservation.

II. College of Vety. & Animal Science, Bikaner

Reader Extension Education in Veterinary and Animal Husbandry (Permanent post).

Grade : 700—40—1100 plus Dearness Allowance.

Qualifications :-

A degree or diploma in Veterinary Science with good academic record. Post-graduate degree in the subject with a good academic career. Research experience in the subject as evidenced by published work of merit. Teaching and/or research experience in extension education for at least five years.

III. College of Technology & Agri. Engineering, Udaipur

Lecturer in Mechanical Engineering (Plan post) in the grade of Rs. 400—30—EB—40—800 plus Dearness Allowance.

Qualifications :

A good second class Bachelor's degree in the subject. At least two years of professional experience including teaching and/or research in the subject.

IV. Agricultural Experiment Station, Udaipur

Asstt. Research Officer in "Importance of enterococci and coliform bacteria in dairy and food products" under PL-480 Research Scheme (temporary post for three years). Grade : 400—30—640—EB—40—800 plus Dearness Allowance.

Qualifications :

Atleast a second class Master's degree in Dairy Bacteriology/Bacteriollgy with Dairy Bacteriology as one of the subjects. At least three years' teaching/research experience in the subject (Dairy Bacteriology).

Desirable : Ph.D. or published work of high standard in the subject.

V. School of Basic Sciences & Humanities (MB College). Udaipur

Reader in Physics (post tempoyrar but likely to be permanent)

Grade : 700—40—1100 plus usual Dearness Allowance.

Qualifications :

Essential: At least a good second class Bachelor's degree followed by a good second class Master's degree in the subject from a recognized Institution. Either a research degree of doctorate standard or published work of an equivalent standard. At least five years experience of degree and post-graduate teaching and/or research in the subject as evidenced by published work of merit.

Desirable - Ph.D. or published work of equivalent standard in the field of Solid State Physics, Nuclear Physics or Theoretical Physics. Ability to guide students for doctoral research.

Note The number of vacant posts may be increased or decreased.

Persons selected by the University Selction Committee and appointed on temporary leave vacancies, will be eligible for appointment to permanent vacancies in future, if they occur before the next selection in the subject is made.

R.S. GUPTA
Registrar

ALIGARH MUSLIM UNIVERSITY

Advertisement No. 9/67-68.

Applications are invited on the prescribed form for the following post:-

1. **Professor of Botany. Scale Rs.** 1100—50—1300—60—1600.

Qualifications : -

Ordinarily (A) a first or high second class Master's degree of an Indian University or an equivalent foreign qualification. (B) A research degree of a Doctorate standard or published work of a high standard; and (C) At least ten years experience of teaching post graduate classes and guiding research.

Prescribed application forms and instructions may be had from Registrar by sending self-addressed envelope of 9"—4" size. Last date of receipt of applications is 16 AUGUST 1967. Incomplete applications and those received late may not be considered.

Higher start may be given for special qualifications and experience. Candidates interviewed may be paid contribution towards their T.A. equal to one single second class railway fare only.

P. V. GEORGE
Deputy Registrar.

THE UNIVERSITY OF JAMMU & KASHMIR, JAMMU DIVISION, JAMMU

Applications are invited for the following posts to reach the undersigned on or before 10th August, 1967.

(1) Readers:- One each in Mathematics, Urdu and Economics (700—50—1250)

(2) Lecturer in Mathematics (400—40 800 EB—50—950)

For full details and prescribed application forms please apply by sending a crossed postal order for Rs. 6.00 (cashable at Jammu Post Office) in favour of the Joint Registrar, Jammu & Kashmir University, Jammu (Tawi)

M. A. CHISHTI
Joint Registrar.

ALIGARH MUSLIM UNIVERSITY

Advertisement 4/67-68.

Applications are invited on the prescribed application form for the following posts :—

JN. Medical College

Candidates must possess a Medical qualification included in first or second schedule or Part II of the third Schedule (other than Licentiate qualifications) of the Indian Medical Council Act. 1956. Holders of educational qualifications included in Part II of the Third Schedule should fulfil the condition stipulated in Section 13(3) of the I.M.C. Act, 1956. Must possess a basic University or equivalent qualifications entered in schedules under State/Central Medical Registration Act.

Scale of Pay

Readers : Rs. 700-50-1250 plus N.P.A. & D.A.

Lecturers :—Rs. 400—40—800—50 950 plus N.P.A. & D.A.

N.P.A. only for Medical College posts.

1. **Readers in Paediatrics** :- M.D. (Paed.) Speciality Board of Med. (USA) M.D./M.R.C.P./F.R.C.P. with PAED. as special subject of with D.C.H. or equivalent qualifications. *Experience* As registrar or an equivalent post in paediatrics for at least three years in a teaching institution. *Desirable* :-Research experience & publication in Paed.

2. **Readers in Physiology** :- Post-graduate degree in physiology, M.D., M.Se., Ph.D., D.Sc... Three years teaching experience as lecturer in Physiology in Medical college. *Desirable* :- Research publications, experience in Neuro-Physiology or Cardiac Physiology.

3. **Readers in Biophysics** :-Candidates must have published research work in Biophysics followed by a doctorate degree in Biophysics. *Experience* :- Three years teaching experience as Demonstrator/Lecturer in Biophysics. Department of a University or a Medical college. *Desirable* :-(*i*) Research experience in Biophysics. (*ii*) Medical qualifications included in first or second schedule or part II of the Third schedule (other than licentiate qualifications) of the Indian Medical Council Act, 1956. Holders of educational qualification included in Part II of the third schedule should fulfil the condition stipulated in section 13(3) of the I.M.G. Act, 1956.

4. **Lecturers in Surgery (Neurosurgery)** :-M.S., F.R.C.S./F.R.F.P.S. (Glassgow) or equivalent qualificaton in surgery with two years special training in the speciality concerned (Neurosurgery) or specialisty Board (USA) in the speciality concerned (Neurosurgery). As Registrar or an equivalent post for at least three years in the subject or allied subjects in a teaching institutiion. *Desirable* :-M.S. in Neurosurgery; aptitude for research. Published papers. *Note* :-Qualifications relaxable at committee's discretion in case of candidates otherwise well qualified.

5. **Lecturers in Anaesthesiology** :- M.D./M.S. (Anaesthesiology), F.F.A-R.C.S. Speciality Board anaesthesiology (USA), M.D./F.R.C.P./M.R.C.P./ F.R.F.P.S. (P) (Glassgow) or M.S./ F.R.C.S./F.R.F.O.S. (S) (Glassgow) with D.A./M.R.C.P. (with anaesthesiology as special subject) or equivalent qualification .As Registrar or an equivalent post for at least three years in anaesthesiology or allied clinical subject in a teaching institution. *Desirable*:- Aptitude for research, published papers. *Note*:- Qualifications relaxable at committee's discretion in case of candidates otherwise well qualified.

6. **Lecturers in Skin & V.D.** :-M.D. (Ven. or Dermt) Speciality Board of Dermat. (USA), M.D./M.R.C.P./(Lond., Cding., or Glassgow) with DVD/D.D.D. D.V. or F.R.C.S. with Ven. diseases as special subject or equivalent. *Experience* :-As Lecturer/registrar or equivalent for three years. Should have worked as house physician in medicine or in skin & V.D for one year in a teaching hospital.

7. **Lecturers in Preventive & Social Medicine** :-M.D. (State Medicine Speciality Board of Prev. Medicine (USA) M.R.C.P., F.R.C.P., with public health as special subject. M.D. (Med.) with diploma in S.P.M./D.P.H. or equivalent. *Experience* :- As demonstrator for three years in a medical college in Prev. & Social medicine deptt. *Preferable* :-Field experience in Rural health Centre or in a distt. or in a Gr. II Municipality.

8. **Lecturers in Orthopaedic Surgery**:- M.S. (Orth.) M.C.L. (Orth.), Speciality Board or orthopaedic Surgery (USA), M.S., F.R.C.S./F.R.F.P.S. (S) Glassgow with diploma in Orthopaedics or equivalent qualifications. *Experience*:- Registrar or equivalent post for at least three years in Orthopaedics or allied subjects in a Teaching institution. *Desirable* : Aptitude for research, published papers.

Other Departments :-

9. **Readers in Education** (3) **(Ranging 1 to 2 years)** :- Qualifications ordinarily required first or high second class master's degree in educatilon or equivalent foreign qualification. Resesearch degree of doctorate level or published work of high standard. At least 5 years experience of teaching Post-graduate classes and some of guiding research.

10. **Lecturers in Education** :-Qualifications ordinarily required first or high second class Master's degree in education or equivalent foreign qualification. Degree in science plus qualifications in method of teaching science. *Desirable* :- M.Sc. in Phy./Chem. / Zoology/But. Experience of method of science teaching.

11. **Research assistants (2) History Deptt. Scale Rs. 300—25—250 plus D.A.** Qualifications ordinarily required atleast second class M.A. (Hist.) with scund knowledge of medieval Indian history. *Desirable* :-Some experience of research. Knowledge of Persian/ Arabic/Rajasthani/Marathi/Dutch/ or Portugese.

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UNIVERSITY NEWS

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EXTENSION WORK BY COLLEGES

15-9-67

A Report from Madurai

Fatima College, Madurai has been doing a good deal of useful work in the field of Adult Education and related activities over the last several years. This useful work came to the notice of the Visiting Committee which visited Madurai only recently. On a request, the Principal of the College has supplied the following interesting facts with regard to the work being done in that college.

Glen A. Eyford on Adult Education

★

Scholarships and Fellowships

★

Electronic Teachers

★

Book Review and Readers' Forum

The Adult Education Centre was inaugurated in Fatima College, Mary Land campus in July, 1961. It has been functioning regularly for the past six years. The first set of 20 students with whom the centre began its work have left, having learnt to read and write Tamil and converse in English. A few among the subsequent sets have prepared themselves for the departmental tests. At present there are nearly 120 students of whom four have come up to the standard required for the Vidwan examination in Tamil, three to the Matriculation level, about 10 are children of school going age whose duties at home do not permit them to go to a full time school, and the rest are adults in employment, who wish to learn to read and write and converse in English and Tamil. These classes have helped quite a number of employees in the Postal and Railway departments to rise from the status of a peon to that of a clerk, by enabling them to pass the departmental examination.

Classes are conducted from 5.45 p.m. to 7.15 p.m. on five days in the week. Two lecturers are in charge of the school and one of them will be on duty every evening. Each student in the adult education centre has two to teach him, who take turns according to the language they teach him. Tests are given once a term and the teachers give periodical reports of the progress of their work to the lecturer-in-charge.

Students who wish to join the school are required to submit a certificate from a responsible person to testify to their character and to the fact that they have no other means of attending a school.

General Remarks

Attitude of the Students : The students who come to the Adult Centre do so, at first mainly with the wish to learn to read and write. The first enthusiasm is very high and it tends to subside after 4 or 5 weeks because of a lethargic feeling and a temptation to spend the leisure hours after the day's work in recreation. But in most of the cases, the teachers, with their regularity and interest are able to re-infuse the enthusiasm to learn. Those adults who have stayed on for 3 months, do not wish to leave afterwards and have a high regard for their teachers. There are of course a few troublesome cases coming in now and then—people who join just to cause mischief. In detecting such cases and eliminating them, those students who have been with us for a long time, are helpful.

Attitude of the Teachers : It was rather difficult at the beginning to enlist the teachers from among our students. Many of them were not willing at first to give up the evening hours of relaxation. Also most of them felt diffident to take up the task of teaching students who are much older to them, and also because their own standard of English is not satisfactory. But once they get

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into it, they develop great interest in the work. Their work in the adult education centre develops a type of discipline in them.

Requirements : No aid is received from any outside source. The small collection made from the students has been utilised to set up a library consisting of 200 books and also to buy a few text books for those who cannot afford to buy books on their own. If special books or assignments and scheme of work can be drawn out by educationists for the use of the teachers in such centres and made available at a low cost, it will be a guidance to teachers in such centres.

Problems : The Adult Education work brought the village politics into our campus. The factions and prejudices among the villages disturbed the quiet routine of our work on a few evenings rising as arguments over the place each one took in the class-room or an argument as to who should switch off the lights. But as time went by, the men, unconsciously developed a feeling of oneness as students of this school. We are now surprised to see how these six years of studentship have developed a strong unity among them.

We find them more gentle and cultured even when they disagree among themselves.

Until recently, we found that the men's keen interest in politics kept them distracted from routine lessons and made them seize every opportunity to start up an argument with their student teachers over some present national issue. The strongly prevailing political tendencies—especially Communistic tendency in the neighbourhood made these arguments take a turn which many of our students disliked. This stood in the way of our getting more students to volunteer to teach. But when we understood the intrinsic cause, we organised frequent meetings where the adults could air out their views. Our students too as audience specially in groups—had more confidence to present their views. Now discussion of politics has thus been indirectly kept away from classes and a good opportunity has been provided to the students to develop their power of expression.

In the beginning the adults coming to these classes used to be very conscious of their dress and their gaudy dress—including the liberal use of perfumes—made our students feel quite embarrassed. It required much tact on our part to set this right.

Adoption of the Village

We have adopted the nearby village of Vilangudi. Our work for the improvement of the living conditions in the village deals with the following aspects :

(a) Establishing a higher elementary school and compelling all the children to attend school.

(b) Establishment of a dispensary in the college campus in which every morning for two hours two staff members assisted by eight students give medicine to the sick who suffer from mild complaints. More serious cases are taken to the Government hospital where the doctors pay special attention—free of fees—to those recommended by our Social Service League.

(c) Establishment of Recreation Centres.

(d) Helping the unemployed to secure a job either in our college or elsewhere.

(e) Distribution of milk and cereals to the children, the under-nourished and sick people so that they could recuperate their health fast and go to take up some work.

(f) Visiting the village periodically to instil in the villagers, minds the determination to lead a simple, healthy, clear and honest life.

(g) Our guidance has enabled the villagers to secure government aid for digging wells and for their other agricultural needs in the proper way, so that they could get the aids sanctioned quickly and without much expenditure.

FEE INCREASE IN U.K.

The University of Oxford recently refused to implement the British Government's decision that overseas students at British Universities should pay higher fees than British students.

The British Government has informed the Universities that in making financial allocations in the future it would be assumed that each foreign student was being charged an extra £ 170 a year.

Oxford has over 11 per cent of its student body coming from overseas. In specific terms it would mean that it would cost the university about £ 80,000 next year and about £120,000 a year in the future.

A group of dons at Oxford has set up a fund to help the University meet part of the cost of taking a stand on an issue of principle.

This throws some light on the whole question of university independence from government control which is of interest to educationists everywhere.

Cambridge University has also joined Oxford in opposing the British Government's controversial decision to raise the fees of overseas students after October. Only two other universities, Bradford and Queen's at Belfast, have decided not to charge the higher fees, raised to £50 a year for sutdents already in residence.

Hindi Language Course

An elementary Hindi course for people from non-Hindi areas, especially for foreigners is being started at the Max Mueller Bhavan, New Delhi.

The course is to be conducted jointly by the Department of Hindi of the University of Delhi, the South Asia Institute and the Max Mueller Bhavan. A special book using simple Hindi has already been prepared for the students.

New Agriculture Varsity In Maharashtra

The Maharashtra Legislative Assembly passed recently the bill for setting up an Agricultural University.

Mr. P. K. Sawant, Minister for Agriculture stated that the object of the university was to help Maharashtra attain self-sufficiency in food production and to develop agriculture in the State on a scientific basis.

The Agricultural University in Maharashtra will aim to integrate agricultural education, research and extension services with adjustments to suit the local conditions and the State's objectives.

It is also reported that a provision reading "The university shall commence to provide in Marathi, within a period of five years, the text-books which may be required for all the subjects in which instruction is imparted and examinations are conducted by the university", has also been incorporated in the Act.

BRITISH SCIENCE MEETING

The 129th annual meeting of the British Association for the Advancement of Science, will be held at Leeds from August 30 to September 6. Representatives from 15 countries are expected to attend. India's delegate to the meeting is Professor C. S. Ghosh of the Department of Electrical Engineering, Roorkee University. He represents the Indian Science Congress Association.

"Science and the Public" will be the central theme of this year's meeting of the British Assosciation. The subjects for discussion include the planning and financing of research; science and crime prevention; space research; and the cardinal problem of feeding the world's growing population.

Chairman of the meeting is Lord Jackson of Burnley, a Fellow of the Royal Society. Better known as Sir Willis Jackson, he has been closely associated with the development of the Indian Institute of Technology in New Delhi.

Report and After

Following the trends of the discussion in the Parliament on the national policy on Education, changes are taking place in universities, especially with regard to the position of English and the medium of instruction. Some of these changes are given below.

At a joint meeting of the members of Bihar State University Commission and the Bihar Rashtrabhasha Parishad a decision to introduce Hindi as medium of instruction in Bihar at all stages of University education was taken.

Agra: The Executive Council of the Agra University has recommended to the University Academic Council that Hindi be made the medium of instruction for the B.Sc. and M.Sc. classes along with English.

It has also recommended that students appearing for post-graduate examination, except technical subjects, be provided with Hindi version of that paper along with English version.

Allahabad: English will not be a compulsory subject in the Allahabad University from the current academic session.

The decision was taken by the Executive Council of the University recently. The Vice-Chancellor, Mr. B. K. Nehru, presided over the meeting.

Banaras: The Banaras University Court decided on August 12 to switch over to Hindi as medium of instruction for graduate and post-graduate studies and for administrative work in the university.

The court has directed the Executive Council to appoint a Hindi Board to implement the decision for a complete change over to Hindi within 5 years.

Bengal: The Vice-chancellors of six universities of West Bengal and the president of the State Secondary Education Board, at a meeting decided to recommend that question for examinations at all stages should be set in Bengali from 1968.

Education Minister Jyoti Bhattacharyya presided.

A spokesman of the Government told reporters later that it also decided that translations would be provided to those who do not follow Bengali. It was further decided that lists of standard books should be prepared in Bengali by the Vice-chancellors for the use of examinees and later scrutinised for necessary adjustments. Option, would however, be given to examinees for answering questions either in Bengali or in English, the spokesman added.

Jiwaji: The Executive Committee of Jiwaji University Gwalior, has decided that English will be an optional subject for all the three parts of the B.A. course.

The decision was taken at a meeting of the Committee held on August 12, 1967, which also directed that students who failed in English in 1967 and later appeared in supplementary examination could continue to study in next classes even if they again failed in English and that they could offer Hindi in place of English, if they so desired.

Patna: Patna University Academic Council decided to admit students who have passed their matriculation examination without passing in English.

Ranchi: The Academic Council of the Ranchi University has decided that students would no longer have to read English as a compulsory subject at the graduate level. English can, however, be offered as an optional subject.

Vikram: The Syndicate of the Vikram University has decided that English should not be compulsory subject in the degree examinations. Under a new scheme, effective from this year, students would have the freedom to choose either general English or general Hindi.

The Syndicate also decided that those who failed in general English and in one other subject should be allowed to appear in the supplementary examinations.

Electronic Teachers

Can illiteracy be banished from the world? The answer may be "yes" in five to ten years when a new electronic miracle would enable people in different lands to "go to school" in their own homes.

The advent of television broadcasting to homes direct from satellites will make possible inexpensive and quality education for the vast number of the world's people now unable to get it.

One can foresee a teacher-short village school in India, or in Bolivia, or in America's poverty-dotted Appalachia region, with an antenna atop the roof and a conventional TV set receiving the day's curriculum from space.

With such a far-reaching "electronic teacher" available, the best academic minds of the nation concerned would prepare the curriculum.

With just three direct-broadcast satellites positioned high in space around the globe, it would be possible to serve the world.

The electronic miracle of direct-TV satellites offers a solution to the problem of illiteracy provided the thorny questions of programme content, avoidance of invasion of home privacy, international coordination, financing, etc. can be worked out.

Experts say direct satellite broadcastings is technically feasible in five years.

Present-day communications satellites like Early Bird, marvellous as they are, are merely relay stations in space. They depend on huge, expensive sending stations of great transmitting power to pump programmes to them. They need large, expensive ground terminals to pick up their transmissions.

The terminals are fitted with great antennas and electronic devices that pick up the faint signal from the satellite, dampen out space "noise", amplify, enhance and convey the signal so that it is compatible with local television stations. The signal is then fed to local stations for relay to the home.

The direct-home broadcast satelite would do away with ground terminals.

It would be able to store vast amounts of pre-programmed materials (also receive new materials, and have sufficient transmistting power and compatibility to televise directly to a home receiver.

The promise of direct-TV broadcasting is enormous in economic terms. Although the satellites themselves will be expensive, costs per pupil will be small if great numbers are served.

READERS' FORUM

Will you please let me have some information about the re-publication of American textbooks ? Is there any scheme for the re-publication of textbooks by Indian authors ?

A. R. Kulkarni, Bombay.

The Indo-American scheme for the re-publication of textbooks was implemented in 1961 by the USIS on behalf of the American Embassy in cooperation with the Ministry of Education. Funds for the scheme are provided from out of P. L. 480 funds, to enable the publishers in India to bring down the price of selected American standard educational books to about one-third from one-fifth of their original price. So far, about 400 titles have been re-published under this scheme since 1961. The books are selected by the Ministry through a process of evaluation by Indian experts and are re-published by publishers in India who are given the necessary copyright by the original copyright-holders.

In order to safeguard the interest of Indian authors, consequent upon the implementation of the scheme of the re-publication of foreign textbooks in India a scheme has been formulated by the Ministry to re-publish standard educational works of Indian authors in low-priced editions. Only publications written or translated in English are eligible for assistance under the scheme for the present. A procedure for the selection of books is the same as the one that is adopted for foreign books. Two such books by Indian authors are at present under publication.

Could you let me know whether there is any special institute which provides facilities for intensive study of Russian language.

Kewal Singh, Chandigarh

An Institute of Russian Studies was set up by the Government of India in collaboration with the Government of USSR in November, 1965. The Institute provides facilities for a one-year intensive course in the Russian language. From November, 1966, the Institute has also started the first year of the three-year Honours Course in Russian language.

Will you please intimate me the names of Universities, Institutions which impart training in Music at the postgraduate level ?

Surindra Nath, Gurgaon

The Universities of Banaras, Baroda, Delhi and Indira Kala Sangeet Vishwavidyalaya impart training in Music at the postgraduate level.

Universities, Adult Education & Dinosaurs

Glen A. Eyford, Project Adviser, Department of Adult Education
University of Rajasthan, Jaipur.

Educators do not need to be persuaded about the value of education; but they do sometimes have to be reminded that subjects and methods which were appropriate years ago may not be appropriate to the needs of today. Today, knowledge is expanding at an alarming rate and moreover, more people are able to take advantage of further education. The educational institutions in our society, both formal and informal, must recognise these developments by adjusting to these new demands.

The University is one of these formal institutions and must adjust its traditional role to serve the society which supports it. The most frequent criticism of Universities is that they are out of touch, behind the times, too theoretical, irrelevant and aloof. Though a certain degree of detachment is essential for valuable study and research, the urgent demands of developing societies make it imperative that the modern University be actively involved in applying this precious knowledge gained through thought and research. Traditionally, this is done through teaching students who, when they graduate, apply this knowledge to new situations. However, the number of graduates each year is not adequate to the large task. In addition to the regular teaching programme, the University must provide special courses of training for clearly identified needs. These special courses will take special form and may, for example, run for 2 days or 2 months and may make use of many professors providing an inter-disciplinary approach to current problems. Society does not express its distress and pain in accordance with standard curricula nor are the problems always defined in terms of a distinct discipline. For these reasons the University must adjust its programmes, must test its relevance and try its resources on current questions. This is best done through a Department of Continuing Education (or Department of Adult Eduation) which has as its special responsibility that of bridging the gap which often exists between the academic community and society in general. The job of this Department is, along with other departments, to assess the needs of society and then relate the many resources of the University to them. Conversely, it must also actively interpret the discoveries and knowledge of University to the pertinent segments of the society.

This view of a Public University actively engaged in serving the clearly defined needs of the public, pre-supposes a desire on the part of the University staff to have direct contact with current problems. It also ensures that the University and its resources remain relevant to the society. The University which, because of its size, complexity, rigidity, apathy, or curriculum, ceases to serve society will eventually cease to exist. Its place will be taken by a more vital and dynamic educational institution, geared to the concerns of its age, employing imaginative methods of instructions and in tune with both its student body and the surrounding community. Like the dinosaur, the purely traditional University could become extinct—and for the same reasons an inability (or, perhaps, unwillingness) to adapt to a changing environment. Let us hope this will not happen in too many instances. Fortunately, the collective brain power of the University exceeds that of the dinosaur by a large measure.

What kinds of things could such a University undertake? Each University must assess its own community and its own resources but something like the following might be arranged:

(1) Refresher Courses for Teachers stressing new subject matter, *e.g.* Chemistry and Physics and new methods of instruction (Seminars, Case Study, Group Discussion, Audio-Visual etc.)

(2) Special technical courses for Engineers and Technicians.

(3) Courses for Business and Industry on such matters as marketing and production, management, import and export, Government regulations and assistance etc.

(4) Courses for Trade Union and Labour Leaders.

Such courses do not need to result in the granting of a Certificate. In fact it is better that they do not, since the University will only compromise its own standards by a proliferation of Certificates and Diplomas. These programmes should be sufficiently valuable to be taken for their own sake on a non-credit basis.

Because these courses are practical and can be applied for direct vocational benefit by the adult student, the employer should be encouraged to pay a large portion of student fees. Many such courses are expensive to offer because of the expert instruction which must be obtained and so methods of financing must be carefully considered. Ideally they should pay their own way.

In addition to the kinds of courses mentioned above, the modern University should also create educational opportunities for the general public in the form of classes and courses in the Humanities. Such courses tend to be a replica of regular curriculum but should be designed to be of value to the adult, at his convenience. The range of courses to be offered in this field in the following subjects is inexhaustible, *e.g.*, History, Philosophy, Psychology, Astronomy, Sociology, Modern Languages, Political Sciences, Fine Arts and Public Affairs.

Because these subjects do not always have a direct vocational bearing they may need to be subsidised by the University promoting good lectures to take place in some classes, preferably on a Seminar basis with more opportunity for discussion.

In a conscious effort to serve all members of the public who want to further their education, some Universities are now remaining open from 8 a.m. to 10 p.m. making it possible for a student to complete the degree programme even though he is working full time. In addition some Universities open year round so that full use can be made of facilities and so that more students especially adults, can arrange to take classes at their convenience.

Behind of all these developments is a growing appreciation of the University as a resource of knowledge which must be shared with the community at large as well as with the student body, and, the means for such sharing is the Department of Continuing Education or Adult Education whose members ideally have training and experience in designing educational opportunities for adults.

Quotations from two recent publications, one from Great Britain and one from U.S.A. will serve as commentaries on the preceding remarks. 1. From the report prepared by the Universities Council for Adult Education, entitled "The Universities & Adult Education (1961):

"If the question be asked; What is the value of extra-mural provision ? We can best answer by a series of further questions. Is it a good thing that people should have the opportunity, not as full-time students but in the midst of their daily avocations, not as raw under-graduates but as mature and experienced men and women, of acquiring a better understanding of themselves, and of their rights and duties as individuals, workers and citizens of extending their acquaintance with the history and present organisation of the society in which they live and of other societies in other parts of the world? Of securing some insight into the great adventure of the human mind in its attempts to penetrate the mysteries of the physical universe? Is it good that such people should be brought face to face with the fundamental, moral, social and political problems clearly and dispassionately? Is it good that their understanding should be deepened, and their range of enjoyable experience enlarged, by the study of the great creative masterpieces of literature, music, and art?

If these things are good, extra-mural teaching is good, for these are the things which extra-mural teaching sets out to accomplish, and which by its nature is specially fitted to accomplish."

"Inevitably the main concern of internal university departments is with their research and their full-time students, and it cannot be expected that they should, of their own initiative, make any substantial or systematic provision of extra-mural teaching. It is therefore essential that there should be, inside each University, a department charged with the special function of looking at the university's work from the point of view of its significance for those outside the walls, a department, that is to say, with a special concern for the liberal education of adults. The director of such a department is in close touch through his staff with the needs of potential students, and is in a much better 'position that an officer of any outside organisation to know the teaching resources of the university and the special abilities of individual university teachers. He and his staff are in a much better position than an officer of any outside organisation to know the teaching resources of the university and the special abilities of individual university teachers. He and his staff are in a much better position, also, to enlist the interest of their internal colleagues, to encourage them to think about their subjects in an extra-mural way, and to provide such advice and guidance as may be necessary for those inexperienced in extra-mural teaching. The work of full-time extra-mural tutors in exploring new possibilities of development, and in pioneering new teaching approaches, is particularly valuable, and many important advances in recent years have been due to their initiative. The experience of continental countries clearly demonstrates that without strong and active extra-mural departments and potentialities of the universities as instruments of adult education can never be fully realised.

In course of time the extra-mural departments have also developed another useful function by acting as centres for the collection and dissemination of information about adult education. Having themselves special expertise in this field, they organise training courses for tutors in adult education, and they provide a channel through which information can be made available not only about extra-mural work but about adult educational developments generally."

2. Chancellor, D. McNeil of the Extension Division of the University of Wisconsin has recently stated:

"To the twin concepts of teaching and research now so thoroughly imbedded in the fibre of the American University there is gradually being added in genuine concrete terms the third function (i.e., the extension function) which so many people talk about but which too few people and institutions yet support realistically. Much has been written about the underlying factors promoting this academic revolution and I will not dwell on them. There is the changing technology, with the resulting factors of human obsolescence, humiliation and degradation of individual dignity. There is the creeping acknowledgement that life-long learning is a necessity and this feeling is beginning to pervade the entire land. There is the dulling and uneasy realization that we are not as informed as citizens as we pretend to be.... There is what one Sociologist called the "Threat of Leisure" which instead of encouraging the development of sound education programme to fill at least part of the leisure time hours, is resulting in honky tonk recreation, long, idle hours in front of the boob tube, and tedious, wasteful boring hours doing nothing.....We have Universities moving vigorously into the war against poverty. Some are hip deep in economic development. Others are concerned with

(*Continued on page* 13)

Campus News

Co-operative Consumers Society for Bombay Varsity

A co-operative consumers' society might soon be formed for the welfare of the students, teachers and other members of the staff of Bombay University, its constituent colleges and recognised institutions.

Approval has been sought for the construction of a central building for the society on the premises of the University Department of Chemical technology, at an estimated cost of Rs. 2,50,000.

It has been proposed that the University which would be the sponsoring institution and a member of the society, contribute nearly Rs. 3,00,000 towards the share capital of the society.

It will have some features of a wholesale society and also of a retail store. It willl be a single society with branches but will also have the freedom to have college societies admitted as affiliates. It will have a sponsoring body, the University.

It has been emphasised that the society must not merely be a trading institution. It must also promote the habits of co-operation among the students and encourage them to use it as an agency through which they can implement the idea of mutual assistance.

It may be possible for the branches of the society to be utilised for promoting the sale of second-hand text-books and the handicrafts made by students.

The students will also be actively associated in carrying on the work of the society and may get suitable remuneration which they may use for their own benefit or contribute to a students' welfare fund. The society itself may start such a welfare fund.

UNIVERSITY ADULT EDUCATION ASSOCIATION

The next Conference of the University Adult Education Association is being held at 5-30 p.m. on 12th September, 1967 at Vigyan Bhavan. The date has been chosen so as to make it possible for Member-Vice-Chancellors attending the Vice-Chancellors' Conference to participate in the deliberations of this conference.

Aligarh : The University has introduced the semester system in the post-graduate and under-graduate classes.

The change has been made in accordance with the recommendations of the Education Commission and will enable the students to choose courses from various fields in accordance with their talent and inclination.

The Master's degree programme of the various departments, which stood in isolation, have also now been coordinated. Honours courses have been introduced at the under-graduate level for Arts, Commerce and Science, and the students admitted this year will be required to take one main and at least two subsidiary subjects. Continuing students will continue in the Pass course.

The system also provides for semester-wise examinations which permit the students failing in a particular course to repeat the same course in the next semester or take another in its place. Every student has been assigned to an adviser who will assist the student in choosing his courses of studies.

Banaras : A post-graduate course in Urdu has been started with effect from the academic year. Those who have graduated with Urdu as a subject are eligible to join the course.

Gujarat : The Academic Council of Gujarat University has decided to bifurcate the faculties of Education and Arts in the colleges of the State.

The Council decided that those students who secure 60 per cent marks in aggregate both in internal and external examination would only be deemed to have passed in the first class. At present, students who obtained more than 60 per cent in internal examination and less in the annual examination are also being declared as having passed in first class. Similar method would apply for second class too.

The Council has also appointed a six-member committee to suggest ways and means to arrive at the aggregate if there was any wide gap between the intrnal and external examination marks of a student.

Mysore : One hundred seventy rare and valuable Persian, Dakhni and Arabic manuscripts and eighty three rare printed books have been acquired from the Shahmiriah Library, Cuddappah and added to the Urdu, Persian and Arabic section of the Mysore University Manuscript Library. They are mostly works on Sufism.

The Mysore University Manuscript Library is possessing nearly eight hundred Urdu, Persian and Arabic manuscripts already.

A classified catalogue of the manuscripts has been prepared and is available for reference by visitors and research scholars.

Osmania : A post-graduate centre at Warangal will start functioning in the first week of September.

To start with, facilities for post-graduate course will be offered in English, Telugu, Chemistry and Mathematics.

Dr. D. C. Pavate, Vice-Chancellor, Karnatak University, Dharwar, has been appointed as Governor of Panjab.

In making Dr. D. C. Pavate available for the Governorship of an Indian State, the universities have contributed yet another of their distinguished men to the service of the nation. On this occasion, we offer him our cordial felicitations.

Apart from various other distinguished offices held by him, he was also the President of the Inter-University Board for the year 1959-60.

Summer Institute in Biology

The Summer Institute in Biology, the first of its kind conducted exclusively for the preparation of a model text-book for use in the Indian high schools, which concluded in Madurai recently, demonstrated that the pupils in Indian schools would be benefited greatly by the new system of teaching.

Thirtyfive teachers from all parts of India, besides experts in the field of education, participated in the five-week Summer Institute under the supervision and guidance of Dr. S. Krishnaswamy, Head of the Department of Botany, Madurai University, Dr. Auffenberg, Associate Professor of Florida University, and Dr. Kennedy of the Biological Sciences Curriculum Study Committee in the U.S. The Summer Institute was jointly sponsored by USAID, the UGC and Madurai University.

The purpose of the Madurai Summer Institute was to adopt the Botany text-book prepared by the BSCS to suit Indian conditions keeping in view the laboratory and other facilities available in the rural areas and the flora and fauna of the different regions in India.

The new text-book prepared by the Institute includes a number of experiments which can be arranged without any difficulty in schools even in the rural areas.

Model Class

A selected number of school children in Madurai City were taught in the Summer Institute using the new text-book and method. First the pupils were given an outline of the scope of the experiment and were instructed how to perform the experiments, without being told what they "should" learn from the experiment. The model class was a great success since the students like the method very much and also understood the lesson much better than under the conventional method. The students were able to explain what they had learnt correctly instead of just answering the question from memory.

The model text-book will be circulated among the teachers of the high schools in the country and will also be used for the conduct of the Summer Institute next year. Depending upon the results of the feed-back system, suitable modifications will be made and the book will be published at the end of next year for use in the fifth and sixth standards in the schools and for the Pre-University course in India.

BIHAR UNIVERSITIES' ACT

It is reported that the Universities' Act in Bihar is likely to be amended soon on the lines suggested by different expert bodies. Some of the far-reaching changes sought to be made are: (1) abolition of registered graduates constituency (2) abolition of election of non-teaching members to the syndicate (3) constitution of a Research Board with a maximum strength of 10 members representing all cross sections of the Academic Council and with power to control matters relating to research and research publications.

A memorandum submitted to the Govt. by Bihar University Teachers Association, L. S. College unit, suggested that courses of the final classes of the higher secondary and pre-university class should be identical.

It is also reported that the Minister for Education in the State who met the delegation of the Bihar University Teachers Association, L. S. College unit, accepted the suggestion that the Act should entail the Directive Principles of State Policy a king each university to have a research oriented library, teachers associations, Students councils, Association of non-teaching employees, etc.

INDIAN CITY CHOSEN CAMPUS BY U.S. VARSITY

The University of the Pacific has chosen Bangalore as the site for an overseas campus, Robert E. Burns President of the University, announced in California, U.S.A. recently.

Callison College, the university's newest in its "cluster colleges" programme, enrolls its first freshman class of about 70 students in September.

These students will open the Bangalore Campus for their sophomore year and return to Stockton for their junior and senior years.

"Courses in Bangalore will be taught by Callison Faculty members and by, faculty members from some of the various colleges located in Bangalore," Dr. Burns. said.

Two British Professors to visit India

Two of the three Royal Society/ Leverhulme Visiting Professors nominated for the academic year starting in the autumn are to visit India, the Royal Society announced in London recently.

They are Prof. Samuel Devons, F.R.S., Professor of Physics at Columbia University, New York, who is to visit the University of Andhra, Waltair, and Prof. David Whitteridge, F.R.S., Professor of Physiology at Edinburgh University (Scotland), who is to visit the Vallabbhai Patel Chest Institute, University of Delhi.

Prof. Devons who has held his present post since 1961 and was previously Langworthy Professor of Physics and Director of Physical Laboratories at the University of Manchester, intends to travel direct from the United States in October. Prof. Whitteridge will probably start his vist about the middle of September.

Scholarships and Fellowships

U.N. Prizes

Four Indians are among the six scientists who have been awarded cash prizes by the United Nations Food and Agriculture Organization for contributions towards improving the world's rice crop.

A $ 400 prize went to Shri Y. L. Nene, Associate Professor of Plant Pathology at U. P. Agricultural University, Pantnagar. The judges described his paper on "Khaira Disease of Paddy and its Control" as a contribution not only to Indian rice cultivation but to rice nutrition in general.

According to U.S.I.S. release three researchers at the Central Rice Institute in Cuttack shared another $ 400 prize. They are S. Patnaik, R. Sahoo and A. K. Bandopadhya. The judges selected their paper on "Management of Upland Rice Soils for Increased Fertilizer Efficiency" for its potential practical application and its originality.

U. S. Fellowships

Among 168 who have been awarded new U.S. fellowships and research career development awards, are included three Indians. The Indian recipients are Mihir Ranjan Banerjee (National Cancer Institute), Gopalkrishna (National Heart Institute) and Meera A. Gharpure (National Institute of Allergy and Infectious Diseases).

CSIR Research Fellowships

The Council of Scientific and Industrial Research have awarded 19 senior research fellowships of the value of Rs. 500 per month, 149 senior fellowships of the value of Rs. 400 per month and 332 junior research fellowships of the value of Rs. 300 per month tenable at universities and research institutions in the country.

For scientists to work in laboratories and Institutes of the CSIR, 25 senior and 42 junior research fellowships have also been awarded.

U.G.C. Fellowships

176 candidates have been selected for the year 1967-68 for the award of research fellowships in Humanities including Social Sciences by the U.G.C. They include 40 senior fellowships of the value of Rs. 500 per month and 136 junior fellowships of Rs. 300 per month.

Passage Grants

Four candidates belonging to scheduled castes and scheduled tribes have been provisionally selected by the Union Ministry of Education for the award of passage grants for studies abroad during 1967-68.

Cultural Scholarship last year to Foreign Students

"165 students from various foreign countries came to India under the scholarship schemes administered by the Ministry of Education for further study.

"The Indian Council for Cultural Relations organizes special classes in Hindi for foreign students to enable them to acquire conversational knowledge of the language. Such classes are held in collaboration with the Universities wherever more than five students want to avail of the benefit. The classes are usually run for a period of six months from September to February."

Scientists etc. Abroad : "The Council of Scientific and Industrial Research maintains an Indians Abroad Register of Scientists, Engineers and Medical Personnel in which registration is voluntary. Of those registered in that Register as on the 1st March 1967, 2,003 scientists, 3,270 engineers and technologists, and 1168 medical personnel were abroad.

FOREIGN STUDENTS

AUSTRALIA

About, 8400 overseas students and trainees have undertaken education or training in Australia under Australian Government aid schemes since 1945.

This year, overseas students number about 10 per cent of full-time enrolments in Australian universities.

These figures were contained in the latest External Aid Bulletin issued by the Department of External Affairs in Canberra.

This year there are about 10,800 students from Asia, Africa and the Pacific studying privately in Australian schools, universities and technical colleges, the Bulletin said.

U. S. A.

The number of foreign students in the United States passed the 100,000 mark during the 1966-67 academic year, with more than a fifth from the Near East and South Asia.

The annual report, "Open Doors 1967", of the Institute of International Education says that 100,262 students from abroad studied in the United States during the last school year, a record high, according to a USIS release.

India, Isreal, Iran and Pakistan each had more than 1,000 students studying in the United States with India topping the list at 7,518. That is more than for any other country except neighbouring Canada.

BRITISH VOLUNTEERS ARRIVE

A group of 35 young volunteers from Britain arrived recently in New Delhi under the auspices of the Voluntary Service Overseas Organisation. They are to undertake a variety of assignmnts in Northern and Eastern India.

Another two dozen young British volunteers have arrived in Bombay, from where they will disperse to take up their assignments in Western and Southern India.

The volunteers who have come to India are part of a contingent of some 1,300 British young men and women who have joined VSO to serve in about 60 developing countries this year.

Around three-fifths of the volunteers overseas take up teaching posts. The rest are assigned to many different types of work. A high proportion of VSO volunteers posted to India teach English, Science and other subjects at a variety of educational institutions. The remainder work in agricultural projects, hospitals, etc. In recent months, some of them have assisted in relief operations in Bihar. Each volunteer serves for a period ranging from 12 months to two years.

Year	No. of Univs.	No. of Univ. Departments	Total Enrolment	Total Enrolment of Women	Total No. o Teachers
1947-48 ..	21	N.A.	229611	22572	11611
1948-49 ..	25	207	223081	34228	16244
1949-50	27	223	366986	37732	19213
1950-51	28	237	396745	43126	21264
1951-52	30	253	459024	49195	23880
1952-53	30	264	512853	56522	25553
1953-54	30	300	580218	67681	27680
1954-55	31	285	651479	79445	30112
1955-56	32	305	712679	91893	33208
1956-57	33	329	769468	106791	36504
1957-58	37	343	827341	118379	39872
1958-59	40	379	928622	139873	43631
1959-60	40	403	997137	154745	49549
1960-61	44	479	1049864	170455	55460
1961-62	46	904	1155380	190627	54853
1962-63	54	941	1272666	223408	56713
1963-64	55	1102	1384697	258513	68634
1964-65	62	1160	1528227	297276	77120
1965-66	64	1327	1728773	355476	84676

Source: 1. Education in Universities in India, published by the Ministry of Education.

2. University Development in India, published by the University Grants Commission.

Note: The table is not intended to be an expression of growth in absolute terms. The original sources may therefore please be consulted for details and explanations.

Educational Facilities

No. of Colleges								Year
Arts, Sc., Commerce etc.,	Engg. & Tech.	Med.	Law	Agri. & Vet. Sc.	Education	Phy. Edn.	Total	
480	17	24	15	17	38	..	591	1947-48
476	24	32	20	24	38[2]	..	614	1948-49
504	29	34	22	23	36	..	648	1949-50
548	31	34	22	23	36	1	695	1950-51
603	36	36	24	24	38	1	762	1951-52
625	40	38	23	25	44	2	797	1952-53
648	40	41	22	25	46	2	824	1953-54
719	44	43	25	28	51	2	912	1954-55
783	49	51	27	38	75	2	1025	1955-56
835	56	59	30	40	84	4	1107	1956-57
873	60	64	32	41	98	3	1171	1957-58
963	67	70	34	46	108	3	1291	1958-59
1958	70	74	37	50	116	5	1405	1959-60
1161	76	80	40	55	125	5	1542	1960-61
1373	83	82	46	61	133	5	1783	1961-62
1483	90	95	54	65	146	5	1938	1962-63
1619	93	109	61	67	157	5	2111	1963-64
1841	98	115	63	68	168	7	2360	1964-65
2002	103	123	70	74	193	7	2572	1965-66

1.—Includes Oriental Learning, Music, Theology etc.

2.—Figure for 1948-49 is not available. Hence the previous years figure is given.

N.A.—Not available.

Report of the Committee on Colleges

The genesis and the terms of reference of the Committee are best expressed in the words of the Report which runs as follows:

"The University Grants Commission is vitally interested in the welfare and improvement of affiliated colleges. The Commission is of the view that 'the quality of university education in India will largely depend on the standards maintained by colleges and unless it is made possible for them to improve their staff, equipment, libraries, laboratories and other facilities, no real improvement of university education will be possible. In September, 1962 a small committee was constituted to advise the Commission on the general policy to be followed in developing colleges, to make suggestions regarding the proper and effective utilization of the limited resources available for this purpose and to recommend ways and means of maintaining and improving the standards of collegiate education. In April, 1964 this committee was reconstituted with the following broad terms of reference :

(a) to suggest measures to improve collegiate education in fields of arts, science, commerce and education; and

(b) To suggest any steps in this regard for the Fourth Plan."

The reconstituted Committee consisted of 15 members with Dr. G. S. Mahajani as its Chairman and Dr. P. J. Philip, Jt. Secretary, UGC as its member Secretary.

The first meeting of the Committee was held on October 20, 1964, at New Delhi and the second meeting at Madras on 15th and 16th January 1963. The Report was published in March 1967.

The Report mentions that "the work of the Committee was made less difficult by the deliberation and recommendations of the Principals' Conference organized by the University Grants Commission in May, 1964 and also by the views and recommendations of the previous committee on colleges."

The Report is divided into the following sections : Reorganization of Undergraduate Education ; General Education ; The Tutorial System ; Birth of Colleges ; Conditions of effiliation; Grant-in-aid Code/Rules; Postgraduate Education; Autonomous Colleges; other conditions of ecxcellence (a) Academic mobility (b) Salaries of teachers (c) Examination Reform and UGC's assistance to affiliated colleges;

Some of the recommendations, as given in the "Summary of Recommendations," are given below.

The school and pre-university course should extend for at least 12 years. This would ensure a minimum entrance age of 18 to the first degree course, assuming that students will be admitted to schools at six.

It would be desirable to have two public examinations, first, at the Matriculation stage and, the second, at the old Intermediate level which may now be called pre-degree or pre-university course.

For students who do not intend or cannot pursue further education after graduation, a 2-year first degree course of balanced education after 12 years of schooling should be deemed sufficient.

There may be an Honours course of 3 years apart from the Pass course for the better students after a 12-years period of schooling. Those of the undergraduate studensts who have demonstrated an aptitude for scholarly work in the 2-year pass could be given 3rd year of Honours course.

Admission to postgraduate course of 2 years' duration may be open only to honours students.

It would be desirable to have a standing Advisory Committee on undergraduate education which would help outline the objectives of undergraduate education in relation to contemporary life and contemporary advance made in various disciplines.

General Education is more a matter of approach than content.

Colleges may have preferably a separate section in their libraries in which selected reading materials on General Education should be readily available to the students and teachers.

A system of tutorials should provide to the student personal contact with the teacher both in and outside the classroom for discussion of individual and personal problems, for planning and executing a good programme of studies and for stimulating the student to a pursuit of meaningful goals and intellectual attainments.

A system of tutorials like that of Oxford and Cambridge is not indispensable to good education, nor is it, in our judgement, practicable with our present resources.

It is recommended that all colleges should make an attempt to evolve a system of supervision for stimulating the motivation of students to take full advantage of university life and for widening and liberating their minds.

It would be a great advantage if the University Grants Commission could start a pilot project for tutorials and give adequate assistance in the first instance to those colleges in which the pupil teacher ratio is 10:1 and 20:1 and

colleges with a pupil-teacher ratio of less than 10:1 could perhaps introduce the scheme with less assistance from the Commission. This would cover about 60% of the colleges.

It is desirable that the University Grants Commission lays down some minimum standard conditions of affiliation. No condition may be watered down by a university or State Government save with reasons recorded in writing and sent to the University Grants Commission for approval.

One way of dealing with the problem of liberalising grant-in-aid code/rules would be to assign the function of reviewing these codes/rules together with the salary scales of college teachers to what may be called the 'Collegiate Grant Committee", to be set up by the State Government whose advice should be accepted in regard to such matters.

The Commission may attempt, in cooperation with the universities, a fact-finding survey of post-graduate education in affiliated colleges and suggest short-term and long-term measures to maintain and improve their standards.

The Committee makes the following specific recommendations:

(i) No single college should start postgraduate course without co-operative assistance from the university and unless it has a minimum staff of three qualified teachers for each subject.

(ii) If there are two or more colleges at a centre, they should be encouraged to have co-operative arrangement in postgraduate teaching, preferably with co-operative assistance from the university.

(iii) If a college has no postgraduate teaching, even then, qualified, competent teachers from that college should be invited to give, at a postgraduate centre, a course of lectures in their subject of specialisation. They should also receive grants for books and material to pursue their research.

(iv) To maintain high standards every university should frame appropriate rules of admission to postgraduate courses which should be enforced strictly.

The selection of colleges for an autonomous status might be made on an all-India basis by a competent Committee appointed by the University Grants Commission and the universities concerned. The credentials of a college for continued recognition as an autonomous institution may be examined from time to time.

The affiliating university should require its colleges to give 4 tests in a year. The final test may carry 50% of the marks and the previous three account for the remaining 50%.

Instead of relying on three formal tests (pre-terminal, terminal, pre-final), an elaborate system can be devised by a Unitary University to assess the day-to-day work of the student and to give him credit which can be properly combined with his performance in the final test.

During the Fourth Plan, the Commission's assistance may be made available in the first instance to those colleges which :

(a) Have shown good results, say, 65% or above in the university examinations, and

(b) are at least five years old, and

(c) have fulfilled most of the important conditions of affiliation and do not approach the Commission for helping them in fulfilling any condition of affiliation, and

(d) have a minimum of 500 students.

The University Grants Commission is co-sponsoring with other organisation Summer Institutes for science teachers in the colleges. This scheme may be extended to cover all subjects including Humanities and the Social Sciences. There should also be a Summer Institute which may be called "Frontiers of Knowledge." This may be devoted to bringing out the inter-penetration of various disciplines and the inter-disciplinary approach to the teaching of individual subjects.

The Committee would like to suggest that the Student's Unions in the colleges may be encouraged and welcomed and sometimes even assisted instead of being merely tolerated as at present. By healthy unions, we mean unions which satisfy the following three conditions :

(i) The constitution of the union should have an article that its members may not practise, preach, encourage or even tolerate "direct" action.

(ii) The accounts of the union should be submitted, at regular intervals, for independent audit.

(iii) Office-bearers of the union should give to the head of the institution prior information of the union's programmes and activities.

(*Continued from page* 6)

environmental pollution, be it of the water, the area, the streets, or the mind. Many are attaching the problems of race, problems of the cities, the problems of government, the problems of man-power development, the problems of production."

Mcneil notes that at Wisconsin "There is not a single State agency that we do not serve in one way or another." As a result of this necessary involvement with the community, the role of the academic is changing. It is likely that he will be judged by his services to the community through Extension Division as well as by his teaching and research.



Members of the German Contingent who will be participating in the Indo-German Meet on 16th and 17th September, 1967 on their way back home from Tokyo.

INDO-GERMAN MEET

In collaboration with the respective National Sports Federations, the Inter-University Sports Board is organising Indo-German Sports Competitions in Atheletics, Tennis, Swimming and Gymnastics in Delhi on September 16 and 17, 1967. The inauguration of the Competitions will take place on the Northern Railway Stadium on September 16 at 2.15 P.M. when Dr. Triguna Sen, Minister for Education will be present.

The West German Contingent consisting of 50 members will halt at Delhi for four days on their way-back home after participation in the Tokyo Universiade. The Contingent will arrive at Delhi on September 15 and will return home on September 19, 1967.

The Indian Contingent consists of 35 Athletes, 20 Swimmers, 4 Tennis players and 5 Gymnasts.

The selection of the corresponding Indian participaants will be made by the respective Sports Federations. Preference will be given while selecting Indian players to the University Sports-men, provided that they qualify themselves for this selection.

The programme for the Competitions will be as follows:—

Atheletics at the Railway Stadium on 16 and 17th Sept. at 3.00 p.m.; Tennis at the NSCI Courts on 16th and 17th Sept. at 3.00 p.m.; Swimming at the NSCI Pool on 17th Sept. at 3.00 p.m.; and Gymnastics at the National Stadium on 16th Sept. at 6.00 p.m.

Combined Universities' Hockey Team

As in the earlier years, the Inter-University Sports Board is going to field a Combined Universities Hockey Team in the Jawaharlal Nehru Memorial Hockey Tournament at Delhi beginning from 19th November, 1967.



The five Indian Universities' Athletes with the Union Education Minister, Dr. T. Sen, before their departure for Tokyo.

UNIVERSIADE

For the first time India sent a contingent to participate in the Universiade held in Tokyo from August 28 to September 4.

The contingent consisted of 5 athletes including 2 women and 2 tennis players.

A brief sketch of the members of the contingent is given below.

ATHLETES

Shri Mohinder Singh, Captain of the Contingent, is a student of M.A. (English) class of the Kurukshetra University. He will participate in the Triple Jump. His best performance has been 16.00 metres and he had secured fourth rank in the Fifth Asian Games held at Bangkok. He had also secured the first rank on the All-Comers Indo-Ceylon Meet held in April last in Ceylon.

A student of Physical Education in the Jiwaji University, Gwalior, **Shri S. P. Pillai** will also participate in Triple Jump. His best performance has been 15.81 metres and he is 23 years of age.

25 years of age, **Shri Har Kishan** is a student of B.A. (2nd year) class in the Osmania University, Hyderabad. He has been selected for High Jump.

Miss Manjit Walia is a student of the Kurukshetra University and she has been selected for 80 metres hurdles. She is a Bronze Medalist at the Fifth Asian Games held at Bangkok. She clocked 11.00 seconds in her last performance. She is 23 years old.

Also a student of Kurukshetra University, **Miss Harpal Brar** will participate in 800 metres race. Her best performance was 2.18.00. She is 20 years old.

TENNIS

Shri Misra is a student of Osmania University. He is 23 years old and has participated in Kenya Nationals, Nairoboi; Uganda Nationals, Kampala; Tanzania Nationals, Dar-es-Salaam; Asian Ch-Championships, Calcutta; Indian Nationals, Delhi and Inter-University Championships at Hyderabad and Annamalai. Shri Misra is the Captain of the Tennis Team.

Only 19 years of age, **Shri Bhupati** hails from Madras University. He has represented India in National and International competitions—Sunshine Cup Matches, Miami, U.S.A.; Coffee Bowl, Nassau, Bahamas; Sugar Bowl, San Jose, Costa Rica; National Championships Manchester, England; Youth Chamnpionships, Amsterdam; Kenya Nationals Nairobi; Uganda Nationanals, Kampala; Tanzania Nationals, Dar-es-Salaam; Asian Championships, Calcutta, Indian Nationals, Delhi and All India Universities, Madras.

PERSONAL

Shri V.V. Giri, Vice-President of India, has been appointed the Chancellor of Panjab University

Dr. A. C. Joshi has been appointed Vice-Chancellor of the Banaras Hindu University.

Professor Raja Ram Shastri has taken over as Vice-Chancellor of the Kashi Vidyapeeth, Varanasi, vice Shri Birbal Singh.

Brig. D. S. Kalha of the Central Command has been appointed to take over as Director General, National Cadet Corps vice Maj. General D. Prem Chand.

Dr. D. S. Athwal, Professor of Plant Breeding and winner of Shanti Swaroop Bhatnagar Award, has been appointed as Assistant Director of the International Rice Research Institute, Philippines. Manila.

TEXT BOOKS

"Arrangements have been made with U.S.A., U.K. and U.S.S.R. for reprinting their standard works in low priced editions, particularly in the fields of engineering and technology. The number of books thus republished is : U.S.A. : 44; U.K. : 35 ; U.S.S.R. : 21 ; 1966 U.S.A. : 48 ; U.K. 9, U.S.S.R. 2.

"The Commission for Scientific and Technical Terminology has entered into agreements with publishers in U.K. and U.S.A., for translation rights of the following number of books ; 1965 : U.K., 6; U.S.A, 5; 1966: U.K., 3; U.S.A.: 3.

Besides, the Commission has brought out 131 books in Indian languages. Out of these 88 were translations and 43 original works.

Manager of the Team

Although a Head of the Department of Electrical Engineering in Bangalore University. **Professor Byrappa** has been closely associated with the Inter-University Sports for a long time. He is the Chairman of the Bangalore, University Sports Committee also.

Book Review

Examinations—An Account of their Evolution as Administrative Devices in England, by Robert J. Montgomery, Publishers: Longmans; pp 274; Price 35 sh.

This book on Examinations is a useful addition to the literature on the subject because it draws the attention to relatively less noticed aspect of question. In recent years, we have seen considerable activity in the reform of examinations so as to change their impact on the methods and contents of teaching in our ecucational institutions. In this category, are the report of the U. G. C. Working Group on Examination of the Indian Team which visited the United States and a considerable amount of work in the National Council of Educational Research and Training. Implicit in all this work is, however, a recognition of the crucial role of examinations, not only in influencing educational practices, but also in governing the schools and colleges themselves and directting flows of students from one direction to another.

The present book traces the history of the development of examinations in England. It shows how the rise of examination, was associated with the reform of Oxford and Cambridge and later with the reform of the civil service utilitarian doctrines which emphasised, generally, the assessment of individual worth as against traditional privilege. The other seven chapters of the book study examinations in secondary school leaving, technical education, secondary school entrance, university entrance, the effect on secondary education on professions and vocations and some concluding reflections. More relevant issues are raised as to whether examinations are instruments for particular purposes and have impact on the future shape of society. Important matters studies in this connection are who control a system and what are right means of control.

In the course of the book, one gets a very fair glimpse of English educational history from eighteenth century onwards. The relative roles of inspection and examination in influencing the schools, the interplay of the ancient foundations, the rising of middle class secondary schools and the common elementary schooling are well brought out. Coming nearer to our own day, it shows how the restrictive influences of examination are being noticed even as their value in stabilising the educational and administrative systems persist. The value of the book for the Indian reader lies in the manner in which it sets in proper perspective the current debate on whether external examinations are good or bad, in suggesting the wide ramifications and interactions of examinations with the rest of the social and administrative system. One can only hope that some historian of Indian education would do a comparable task for our own country, study the UPSC, the competitive entrance examinations for medical, technological and professional education and and the various tests of entrance to the army etc. Then alone will it be possible to understand the phenomenon as well as the proposed measures for reform.

—S. Shukla

UN Conference on Standardization of Geographic Names

Map-makers, linguistic scholars and toponymists (place-name experts) are among specialists whom Governments have indicated they will send to the United Nations Conference on the Standardization of Geographic Names, to be held in Geneva 4-22 September. The goal of the experts will be to find ways of eliminating the confusion that often surrounds the names of towns, rivers, mountains and other geographic features.

The Secretary-General has invited the 128 Governments to send experts to the Conference, where they will attempt to set-up guidelines for designating geographic names on a standardized basis—both nationally and internationally.

Such standardization is deemed essential to improve the accuracy of maps needed, among other things, for economic and social development projects.

Invitations have also been sent to a number of international organizations concerned with geography, cartography and linguistics.

APPRECIATIONS

With An Essay On Style By Walter Pater

APPRECIATIONS was first published by Macmillan & Co. Ltd., London in 1889. It contains studies of Wordsworth, Coleridge, Charles Lamb, Sir Thomas Browne, Love's Labour Lost, Measure for Measure, Shakespeare's English Kings, Dante Gabriel Rossetti, Feuillet's 'La Morte'. Added are an instructive and informative essay on style and a postscript.

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Classified Advertisements

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Applications are invited on the prescribed form for the following posts:—

Designation &	Scale of Pay
1. One Professor of Sanskrit	Rs. 1100—50—1300—60—1600.
2. Reader in Mathematics (Temporary for 2 yrs).	Rs. 700—50—1250
3. One Post of Reader in Buddhist Philosophy.	
4. One post of Reader in Chemistry.	
5. One post of Reader in Botany	
6. One post of Lecturer in Sociology	Rs. 400—40—800—50—950
7. 3 posts of Lecturers in Law	
8. 2 posts of Lecturers in Chemistry	
9. One post of Lecturer-cum-Librarian	

Darneess, City Compensatory and House Rent Allowance admissible according to the University rules in force from time to time.

I. GENERAL QUALIFICATIONS:

(*a*) **For Professorship of Sanskrit:**

A Scholar of eminence.

Independent published work of high standard and experience of teaching post-graduate classes and guiding research for a considerable period desirable".

(*b*) **For Readerships:**

"Good academic record with first or high second class Master's Degree in the subject concerned followed by a Doctorate Degree or equivalent published work.

(*c*) Independent published work (in addition to the published work referred to above, with at least five years' teaching experience in Honours/ Post-Graduate classes essential".

(*c*) **For Lecturerships:**

"Good academic record with first or high second class Master's Degree in the subject concerned. Published work/advanced studies or experience of teaching degree classes for not less than two years".

(*d*) **For Lecturer-cum-Librarian:**

"First or second class Master's Degree with a first or second class Post-graduate Diploma/Bachelor's Degree in Library Science or first or second class Master's Degree in Library Science with first or second class Bachelor's Degree of an Indian University or equivalent qualifications of a foreign University.

Two year's teaching experience to Post-graduate classes in Library Science or working experience in an academic or a special library. Library experience of longer duration will be an additional qualification."

II. SPECIAL QUALIFICATIONS:

(*i*) **For Readership in Mathematics:**

Specialisation in one or more of the follcwing topics desirable:—

"Hydro-Dynamics, Magneto-Hydro-Dynamics, Elasticity, Mathematical Logic or Special Functions".

(*ii*) **For Readership in Buddhist Philosophy.**

"Specialisation in Buddhism and sound knowledge of Sanskrit and contemporary Western Philosophy and logic. Knowledge of Tibetan or Chinese will be desirable. The candidate should also be competent to supervise the research work being done in the Department of Buddhist Studies and be capable of undertaking independent research project."

(*iii*) **For Readership in Chemstry:**

Specialisation in the Chemistry of Natural Products.

(*iv*) **For Readership in Botany:**

Special knowledge or specialisation in any of the following subjects:—

(*a*) Mycology and Plant Pathology including Tissue Culture Studies.

(*b*) Pteridophytes including experimental studies.

(*v*) **For Lecturership in Sociology:**

Experience of field research desirable.

(*vi*) **For Lecturership in Chemistry:**

Special knowledge of Physical Chemistry or Theoretical Chemistry or Inorganic Chemistry desirable.

The prescribed application forms may be had from the Registrar's Office either personally or by sending a self-addressed envelope and stamps worth Re. 0·70 Paise to cover postage.

Application on the prescribed form alongwith the attested copies of the degrees should reach the Registrar, University of Delhi, Delhi-7, not later than the 22nd September, 1967.

Selected candidates will be required to produce the documents in original relating to their qualifications and experience etc. before the offer is made to them.

Note:—It will be open to the University to consider the name of suitable candidates who may not have applied. Relaxation of qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

UNIVERSITY OF KERALA

Notification

Applications are invited from qualified candidates for appointment as Lecturers in the Department of Mathematics in the University of Kerala. Those selected for appointment will be on probation for one year in the first instance and will be governed by Section 34 of the Kerala University Act 14 of 1957 and the Statutes framed thereunder.

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(b) **Desirable**	(i) Teaching experience in post-graduate classes. (ii) Research experience.
Age	Preferably between 25 and 35.

Application may be made in plain paper furnishing full details of qualifications. experience etc. with copies of testimonials and certificates.

Applications together with the prescribed fee of Rs. 10/- (Rupees Ten) in the form of a treasury chalan receipt or crossed Postal Order should reach the Registrar, University of Kerala, Trivandrum, on or before *15th September*, 1967.

Applicants should, if required be prepared to appear for interview at Trivandrum at their own expense.

Canvassing of any kind will disqualify the candidates.

University Buildings,
Trivandrum, Sd/-
31st August, 1967. A.M.N. Chakiar,
Registrar,
University of Kerala.

UNIVERSITY OF DELHI

Applications are invited on plain paper for the awards of the following Research Fellowships :—

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2. Research Fellowships in the Deprtment of Africn Studies.—On Rs. 300/- p.m. each fixed without any allowances.

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(a) *For Research Fellowships in the Department of Buddhist Studies:*

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(*b*) *For Research Fellowships in the Department of African Stidies* : First or High Second Class Masters' Degree in any of the following subject :—

African Studies, Economics History Science and Sociology

Condition of award of the Fellowships will be the same as are applicable to the University Fellowships.

The Fellowships in Buddhist Studies will ordinarily be tenable for 2 years but may be extended for the third year, if necessary. The selected candidates will be required to register themselves for Ph. D.

Research Fellowships in African Studies will be on probation for the first six months and the continuance of the Fellowships upto a maximum of three years will depend on each year's satisfactory progrees of work.

Applications stating date of birth, details of academic qualifications, teaching and research experience, if any, the branch of subject in which the candidate has specialised and accompanied by recent testimonials from persons who are personally acquainted with the candidate's work should reach the Register, University of Delhi, Delhi-7, not later than 10th September, 1967.

Note :—Canvassing in any form by or on behalf of the candidate will disqualify.

UNIVERSITY OF SAUGAR

Advertisement No. R. 12/67

Applications are invited on a prescribed form accompanied by an Indian Postal order for Rs. 5.00 as application fee for Temporary *Readerships* on a purely ad-hoc basis. *One each in the departments of Hindi, Political Science and Philosophy* at this University, so as to reach the Registrar, University of Saugar, Sagar (M.P.) before 15*th September* 1967. The prescribed form will be supplied on request accompanied by a self-addressed envelope of the size 9"×4".

2. The appointments to these posts will be purely temporary for the time being.

3. Salary scale-Rs. 700—40—1100. Higher salary within the scale may be given to well-qualified and experienced candidates.

4. **Qualifications:** (1) A Doctors' degree or a First class Master's degree or a second class Master's degree or an equivalent degree with original contribution to knowledge in the subject. (*ii*) Extensive research experience and/or published works to their credit. (*iii*) At least 7 year's experience of teaching post-graduate classes. (iv) A good working knowledge of Hindi both written and spoken.

5. Candidates already in service should send their applications through proper channel. An advance copy, however, can be sent direct. The application should carry a testiominal with regard to the work and conduct of the candidate from the Head of the Institution he is serving or has last served.

6. Candidates selected for interview will have to come to Sagar at their own expense and bring with them their original degrees, certificates etc.

(S. J. Naidu)
Registrar.

UNIVERSITY OF POONA

Applications are invited for the two posts of Lecturers in Mathematics (one for Pure Mathematics and the other for Applied Mathematics) in the University Department of Mathematics and Statistics. Detailed information regarding required qualifications, pay scales etc. will be supplied alongwith the prescribed application form on receipt of a self addressed envelope (23 cm × 10 cm) bearing postal stamps worth Rs. 0·45 paise to cover the postage. Applications should reach the University Office not later than *Saturday*, 16*th September* 1967.

W.H. Golay,
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UNIVERSITY NEWS

Vol. V No 10 New Delhi October, 1967

STUDENT VILLAGE IN MYSORE

A New Experiment in Education

17-10-67
LIBRARY

A novel experiment in the field of education is being carried out by the University of Mysore which has set-up a "Student Village" in the picturesque land of Manasagangotry in the university campus. To give to the students a feeling of community life and fellowship where they can share one another's habits, interests, problems and pleasures, the scholars will be given an opportunity to live together in a number of small but neat houses, all located in the same village. Each house in the village will be named after a revenue district which will accommodate 18 students and a resident tutor.

The boarders in the Student Village will also be getting clean and wholesome food in their mess at subsidised rates. They will adopt the self-help system. In near future small production units in different trades are also proposed to be established in the Student Village. The underlying idea is to provide employment opportunities to the hostellers who may earn while they learn as is quite common in Western and European countries. This would inculcate a feeling of self-dependence among students and it will go a long way in lightening the financial burden of their guardians. The experience of working together at the university level will also prepare students better in viewing life in right perspectives at the end of their academic career.

The necessity for establishing such a "Student Village" was felt to counteract the private hoteliers' growing tendencies to exploit students' meagre financial resources. The accommodation and the facilities provided in the existing college hostels were also inadequate and the charges for the same were on the high side for the students of average means. Thus, there was an all round deterioration in the standard of service.

Keeping in view the above facts the setting-up of a 'Student village' in the Manasagangotry where students of all communities irrespective of their castes, creeds or colour and other monetary and social status will be living together will do away with another social evil, viz., such private hostels which accommodated students of particular communities only. An environment of this type and the upbringing of students within the narrow fold of individual communities was not at all conducive to their academic studies and the healthy growth of the society.

An important question that has been often posed is : Why have houses in the village been named after revenue districts? To segregate students? Far from it, each house will accommodate a cross section of the student community. The idea behind naming houses after revenue districts is to invite generous donations from different districts in order to meet their cost of construction and to contribute toward subsidising food. In this connection the business house of the Kirloskers have taken the lead by offering a handsome donation of Rs. 25,000.

Today, in this hour of need when the country's youth is academically competent but

(*Continued on page 2*)

Dr. Mahajani on Student Unrest

★

Marathi Encyclopaedia of Philosophy

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SCHOLARSHIPS AND AWARDS

Commonwealth Scholarships and Fellowships

The Commonwealth Scholarship and Fellowship plan, which originated at the first Commonwealth Education Conference held at Oxford in 1959, has achieved its target figure of 1,000 students. This was the total of students from all the Commonwealth Countries holding scholarships under the Plan.

From India

The number of Commonwealth scholars holding awards in 1966-67 stood, at 1,003. Of these, the majority were from the developing countries, including 159 from India.

Medical Awards

The total number of medical scholars holding awards in Britain under the Plan's special scheme instituted last year was 57. In addition, 68 fellowships and 19 senior fellowships were awarded during the first 12 months of the scheme, which instituted four different types of medical awards available for tenure in Britain. These are medical scholarships, medical fellowships, senior medical fellowships, and visiting professorships in medicine.

The new awards are intended for medical teachers from the overseas Commonwealth countries to enable them to contribute more effectively to the development of medical education in their own countries.

(*Continued from page 1*)

economically weak, the launching of such a project in the educational field is laudable and other universities in the country should also emulate this example by taking active assistance of those institutions and individuals to whom the cause of youth welfare is dear.

Watumull Awards For Scientists

Dr. T. Ramakrishnan, Assistant Professor in the Department of Pharmacology, Indian Institue of Science, Bangalore, is among the four distingushied Indian scientists selected for the 1966 Watumull memorial award which has been instituted in the memory of its distinguished founder Watumull carrying a prize of $ 1000 or Rs. 7500.

The award for Dr. Ramakrishan is for his studies in the "molecular biology of bacteria" with special reference to the tubercle bacillus.

The other three award recipients are Dr. Shashi Mohan Kulshrestha of the Meteorological Department, Delhi (Physics), Dr. Sunil Kumar Mukherjee, Head of the Division of Horticulture, Indian Agricultural Research Institute, Delhi, (Agriculture) and Dr. Krishna Saran Mathur, Professor and Head of the Department of Medicine, Sarojini Naidu Medical College, Agra (Medicine).

Another recipient of the award is Smt. Marie Buck of Madras for social welfare.

British Expert for Delhi I. I. T.

A Senior lecturer at the University of Birmingham, Dr. Norman Blakebrough, is to work as a Professor of Biochemical Engineering at the Indian Institute of Technology in New Delhi from October this year.

Dr. Blakebrough recruited under the Technical Co-operation Scheme, will serve the I.I.T. for two years and will advise on the development of courses in biochemical engineering and assist in the teaching at post-graduate and under-graduate level. He will also guide the research work.

PERSONAL

Dr. H. V. Pataskar, former Governor of Madhya Pradesh, has been elected Vice-Chancellor of the Poona University. Dr. Pataskar assumed charge of his office on the 5th September 1967.

He succeeds Dr. D. R. Gadgil, who relinquished the office on September 1 to take over the Deputy Chairmanship of the Planning Commission.

Shri S.S. Bhandarkar has been reappointed Vice-chancellor of the Jiwaji University Gwalior for another term of five years with effect from september 23, 1967.

Dr. P. Schmoock, at present lecturer in German Language and Literature in the Department of Modern European Languages, University of Delhi, has been awarded the Conrad-Borchling-prize 1967 for his philological research in the field of Old English and Old Saxon Literature.

Dr. M. A. Ansari, former Chief Justice of Kerala has been appointed pro-Chancellor of Osmania University by the Chancellor.

Dr. Ansari succeeds the late Nawab Mehdi Nawaz Jung.

The Indian Scientist **Prem Nath Raina** has been awarded the Eleanor Roosevelt International Cancer Fellowship by the American Cancer Society.

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Phenomenon of Student Unrest

Dr. G. S. Mahajani

Dr. G. S. Mahajani, Vice-Chancellor of Udaipur University recently attended the Conference of Vice-Chancellors at Glassgow (U.K.) which discussed the phenomenon of student unrest and protests in various countries. Dr. Mahajani was one of the two distinguished invitees who initiated the discussion on the subject. This article amplifies Dr. Mahajani's speech. —Editor

Learning is a life-long process and that way we are all students. In speaking of student affairs, however, we limit the term to those youth who are on our rolls and they, with a few exception are below 21. In the eyes of the law they are minors and in the eyes of the society, as they are formally committed to our care, we are responsible for their character and the quality of life they lead after they go out into the world. Our approach to them has to be parental—where the key-note is restraint and not punishment. With just this difference, there is no possibility of any outside interference in a family. But in our educational institutions we have no such insulation. The influence of the College has now to reckon with other agents, (besides home), such as the radio, the cinema, the playfield and the patterns of elderly behaviour in public life, national and international both. There is also another complicating factor : politicians often ignore the salutary principle of leaving students alone as a sort of protected area of the society.

Then again, if we come to think of it, even during the college session, students spend only about a half or third of their time in the class-room. The question is : apart from academic instruction, which is our primary and immediate task, can we do something to give a positive direction to their leisure-time activities so that these may contribute to their healthy development ?

Now, by 'student affairs' we just mean those organised services which we in colleges can supply outside the curriculum to assist in this overall development. They include :

(*a*) orientation of new students. Adolescents need assistance in successfully getting adjusted from School to College,

(*b*) health services ensuring medical attention,

(*c*) residential facilities,

(*d*) guidance and counselling,

(*e*) leisure-time activities, and

(*f*) financial aid.

All *good* teachers have been providing *some* aspects of these services in the past. But the enormous increase in numbers—of both students and teachers—renders it necessary to recognise them as a distinct field of education, separate from teaching as such. Historically speaking, this specific field of student personnel services, along with the parallel development of guidance movement in secondary schools, first came into existence in US shortly after 19th century. We realize, to-day, that there is no hope, even if we had the desire, to return to the relationship of the ancient '*Guru*' and his '*Shyshya*'. Some new techniques must be explored to evolve the variety of our students' programme on the basis of individual drives, interests, aptitudes and needs.

The explosion of numbers is now accompanied by two evils:

(*i*) the high rate of failures, involving massive wastage of human energy, talent and time —this is peculiar to India.

(*ii*) the almost global phenomenon of student unrest.

(*a*) A couple of years ago the California University witnessed ugly scenes of student demonstrations on its Berkley Campus.

(*b*) Students of Indonesia practically brought about the downfall of Seokarno.

(*c*) In China, the Red Guards pose a threat to the orderly running of any civilized government.

(*d*) In India we are having our share of student trouble in the current decade.

(*e*) Last January, in U.K., students of the London School of Economics created disturbances which even involved the death of its porter (Mr. Poole) while trying to keep out the demonstrators.

(*f*) At about the same time in Spain, Madrid witnessed outburst of students.

That the phenomenon is global is evident : but what is the analysis and what is the cure?

In an article that appeared in the Daily Telegraph of June 5, 1967 in this connection, the writer Peregrine Worsthorne makes two pertinent observations:

(*i*) The British Universities are still operating on an ancient assumption which is no longer valid. The assumption is that students, in their homes and at school, have already been taught to *want* to learn and that they arrive at university endowed with enough intellectual self-discipline to benefit voluntarily from its academic facilities, with the minimum of academic supervision.

(*ii*) All universities have, therefore, a section of students who come from homes where scholarship is an alien concept and who have no natural taste or talent for learning and who therefore, regard universities simply as part of a transmission belt from school to a good job. These poor unfortunates soon dicover that instead of benefiting from university experience they

P.T.O.

are bored; and humiliated; the teachers on their side feel frustrated at having to waste their time in teaching them. *The result is a polarisation between students on the one hand and teachers and the administration on the other*

It would appear that we must aim at selective admissions on merit and alternative avenues i.e. transmission belts from school to a good career. Both require a good deal of cooperation of the State.

The usual remedies suggested which we unaided can adopt are :-

(*a*) the appointment of a Dean of Students to coordinate student services;

(*b*) the institution of joint committees of students and teachers not only to deal promptly with grievances, but to keep up the dialogue and promote flow of information.

(*c*) proctorial courts with student participants to deal with cases of indiscipline.

I wish to suggest, five concrete measures to supplement the above —not to supplant them viz.

I. To remove the very possibility of polarization, *integrate* the student-teacher community into a stable structure of indivisible, primary, tutorial cells.

II. *Raise* sportsmanship—not proficiency in sports—to the level of scholarship.

III. *Give the correct conception of Police* as an instrument for the Rule of Law.

IV. *Impress* on all—students and teachers—the importance of unilateral performance of duty.

V. *Adopt* a well-thought out orientation course for the teachers.

Let me now make a few brief remarks on each of these five.

I. Tutorial Cells

We cannot escape increase in numbers and we need not be scared by it. Take the example of the Army. Though its peace-time strength increases enormously in war, the efficiency and discipline do not suffer. Why? Precisely because the basic unit—the section—remains the same. The efficiency and discipline of the entire force derives from the indivisibility of the section and the continued contact between the sectional leader and his section, unbroken over long periods, in operations and training.

In the same way the Principal of a college should divide his students into batches of not more than 18 and each batch be in charge of a tutor/adviser. If in the army the sectional leader is only a cadet then even a junior lecturer can act as a tutor. Under this scheme, every student is attached to a tutor, and no tutor has more than 18 students to look after. He acts as their local guardian, guide and a friend.

The tutor should hold weekly or fortnightly meetings of his group, discuss matters and topics not connected with examinations.

What would be gained?

Firstly, if the essential function of a university is to bring together teachers and students for conversation and discussion, these tutorial group meetings will achieve it. After all, students learn the facts, the attitudes and the skills of democracy as they openly discuss matters in which their opinions differ. The clash of minds in such discussions corrects wrong notions and promotes controversy out of which emerges deeper understanding.

Secondly, the tutor can select for discussions topics which will fill up the gaps in the general education of the group. He can also select subjects which will widen and elevate their minds.

Thirdly, as Sir Richard Livingstone has aptly observed, "nothing—not all knowledge in the world educates as the vision of greatness and nothing can take its place." It should not be difficult for the tutor to collect instances of great happenings—mountain-peaks of human thought and action—scattered in the geography of space and time—from history, poetry, art, literature and mythology. And he can thus convey it to his group visions of greatness, of excellence.

II. Sportsmanship

We expect students to spend a judicious portion of their time in sports. Now the most regrettable aspect of sports these days is the lack of sportsmanship among most competitors. National prestige and individual glory dominate the playing fields. To *reverse* this tend, the UNESCO sponsored four years ago the scheme of fair Play Trophies. It is meant to honour men and women who give the highest value to the sportsmanship even at the cost of losing a contest.

This year's award went to a Yugoslav wrestler Stevan Horvat who won the Gold Medal at the World Graceo-Roman Wrestling Championship held at Toledo in U.S.A., in June last.

National fair play committees have been formed in Hungry and France and now also in Yugoslavia.

I suggest that this should be done in all educational institutions.

III. The Rule of Law

It is important to impress on the community (not only the students), that the stability of a society depends on its respect

(*Continued on page 12*)

Marathi Encyclopaedia of Philosophy

Four recognised Research Institutions and University departments under the Poona University have been engaged in carrying out a number of research projects for a number of years. The work relating to a Dictionary of Sanskrit on Historical Principles, preparation of a Unilingual Dictionary, preparation of Sindhi-English and Sindhi-Hindi Dictionaries and a Dictionary of Panini carried out at the Daccan College Post-graduate and Research Institute is widely known. In keeping with the scholastic traditions of veteran educationists produced by Poona in the past century or so, yet another research project on "Marathi Encyclopaedia of Philosophy" was initiated in 1962 by Professor D.D. Vadekar, a retired Professor of Philosophy in the Ferguson College, Poona, and who is now its Chief Editor.

With a view to giving an organised and cooperative basis to the planning and execution of the MEP, Professor Vadekar set up the Council for the MEP plan, which was duly constituted and registered in 1962-63. The governing body soon constituted, with distinguished personnels, the Board of Editors, the Editorial Consultation Committees and the Panels of Associate Editors, Contributors and Translators. The project of the MEP has been supported by scholars from the various States in India in its joint and cooperative endeavour, seeking to forge common links of national integration. Assistance of expert Authorship and Editorship of Articles has been enlisted not only from Maharashtra, but also from the whole of India and even from outside where necessary. Articles by Contributors for the MEP have been written in Marathi, or English, or Hindi; and provision has been made in respect of those written in English or Hindi for their translation into Marathi for their insertion in the MEP.

An elaborate and comprehensive Plan of Articles in the MEP has been drawn up under the following five Sectors:-

Sector I : Five Central Branches

(Epistemology, Logic, Metaphysics, Philosophy of Religion and Ethics) with special reference to the Two Prominent Areas (Indian and Euro-American) of Philosophy. Under this Sector four-type Articles have been planned : the *Survey* Articles, the *Thinker* Articles, the *Work* Articles, and the *Doctrine* Articles.

Sector II: Twelve Other Disciplines

(Methodology, Philosophy of Science, Cosmology, Philosophical Psychology, Philosophy of History, Axiology, Social Philosophy, Philosophy of Economics, Political Philosophy, Philosophy of Law, Philosophy of Education and Philosophy of Art) with special reference to the *Two Prominent Areas* (Indian and Euro-American) of Philosophy. Articles under this Sector will be of the *Survey* type.

Sector III : Philosophy in the Seven Other Areas

(Egypto - Assyro - Babylonian, Jewist-Hebrew, Perso-Arabic, Chinese, Japanese, Russian and Latin-American) with special reference to the Five Central Branches of Philosophy. Articles under this Sector also will be of the *Survey* type.

Sector IV : Philosophy in the Fifteen Modern Indian Languages

(Marathi, Gujarati, Panjabi, Hindi, Kashmiri, Bengali, Assamese, Oriya, Kannada, Telugu, Tamil, Malayalam, Urdu, Sindhi and English) with special reference to the *Five Central Branches of Philosophy*. Articles under this Sector will be of both the *Survey* and *Thinker* types. (This Sector constitutes a special feature of the MEP)

Sector V : Philosophy in the Twelve Religions of the World

(Hinduism, Buddhism, Jainism, Sikhism, Virasaivism, Taoism, Confucianism, Shintoism, Judiaism, Christianity, Zoroastrianism and Islam) with special reference to the *Five Central Branches* of Philosophy. — Articles under this Sector will be of the Survey type.

The broad contents of the five Sectors given above will convey a general idea of the comprehensive and systematic basis on which the MEP project has been planned. These five Sectors have further been subdivided into Sub-Sectors and Heads as and where necessary. Basic introduction and Bibliographies and Terminological Glossaries will also be included in the MEP. The MEP will cover, roughly some 1600 pages (double demi or metric size) in two Volumes.

Sector VI

('Philosophy in the Fifteen Modern Indian Languages') which is one of the significant features of the MEP, has evoked some interest in the USA, from where a suggestion regarding its publication in that country in some suitable form has also been received The MEP plan has attracted quite sane attention in the other parts of India also.

(*Continued on page 6*)

Readers' Forum

From reliable source I come to know that Tribhuvan University, Kathmandu, (Nepal) allows Indians to appear in all examinations privately. Is this university recognised by the Government of India for all purposes as is Panjab University ?

—Vinod Kumar Ralhan, Jagadhri

The Tribhuvan University, Kathmandu (Nepal) allows Indians to take the M.A. (Economics) Examination privately.

You may write direct to the Secretary to the Government of India, Ministry of Education, New Delhi, with regard to the recognition of its examination by the Government of India.

The Inter-University Board has recognised the M.A. (Economics) degree examination of the Tribhuvan University as equivalent to the corresponding degree examination of an Indian University.

Will you kindly inform me the names of universities or colleges in India which conduct the post-graduate or graduate or diploma course in Personnel Administration or Management ?

—Kalisah Ch. Rout, Cuttack

There is no university in India offering special courses either at the degree or diploma level in Personnel Administration/ Management. However the Universities of Aligarh, Bombay, Calcutta, Delhi, Kerala and Madras have courses in Business Administration/Management. The Universities of Bombay, Delhi, Kerala and Madras have diploma courses in Industrial Management. Personnel Management may form a part of these courses. You may also write to the Indian Institute of management, Calcutta, and the Indian Institute of Management, Ahmedabad, to find out if they have specialised courses in Personnel Management.

I request you to be kind enough to let me know whether any university in India has correspondence courses for the B.Ed. degree.

—A. C. Nair, Palghat

Correspondence Courses for the B.Ed. degree have not yet been started in any Indian University.

Can I take Higher Secondary Examination by correspondence study?

—C. D. Bedi, Buldana

The Central Board of Secondary Education has such facilities. The scheme which is administered by the Delhi Administration, is at present confined to the residents of Delhi.

I have finished 1st Year of B.A. in 1961-62 *in Andhra University, and then during my second year I left for United States on business. Now I want to appear for B.A. privately. I intend to stay in India for one year before leaving for States again. So can you please inform me of some of the universities which will allow me to appear for* 2nd *and* 3rd *year examinations in one year.*

—Virgil D. Vedamani, Guntur

So far as we are aware, no university in India allows candidates to appear in their examinatons as purely private candidates, without fulfilling the condition relating to the territorial jurisdiction.

However, the University of Delhi has a scheme to impart instruction for the B.A. Course through correspondence. You may write direct to the Director, Directorate of Correspondence Courses and Continuing Education, University of Delhi, 22-Lucknow Road, Timarpur, Delhi-7, for necessary information in this behalf.

(Continued from page 5)

As an indication of the progress in the execution of the MEP plan, it may be mentioned that out of a total of 1082 Articles designed for the MEP, covering about 1435 pages, Articles expected to cover about 500 pages have been so far received from the Contributors; and most of them have reached the final press-copy stage. From the progress of the planning and execution of the MEP recorded so far, it is hoped that as the remaining Article-material mainly consists of shorter Articles, the complete press-copy of the MEP will most probably be ready by about the end of 1969.

The whole project of the MEP according to the estimates prepared by the Governing Body of the MEP Council is expected to cost about Rs. 1,25,000. The MEP has so far been fortunate in securing assurances/payments to date of a total of Rs. 93,000 from the Government of India (Ministry of Education), the University Grants Commission, the Maharashtra State Government and the Universities of Bombay, Poona and Marathwada.

The MEP, when completed, will be a significant and useful source of knowledge for the Marathi-reading public, and may prove suggestive of similar work for kindred spirits and in kindred contexts.

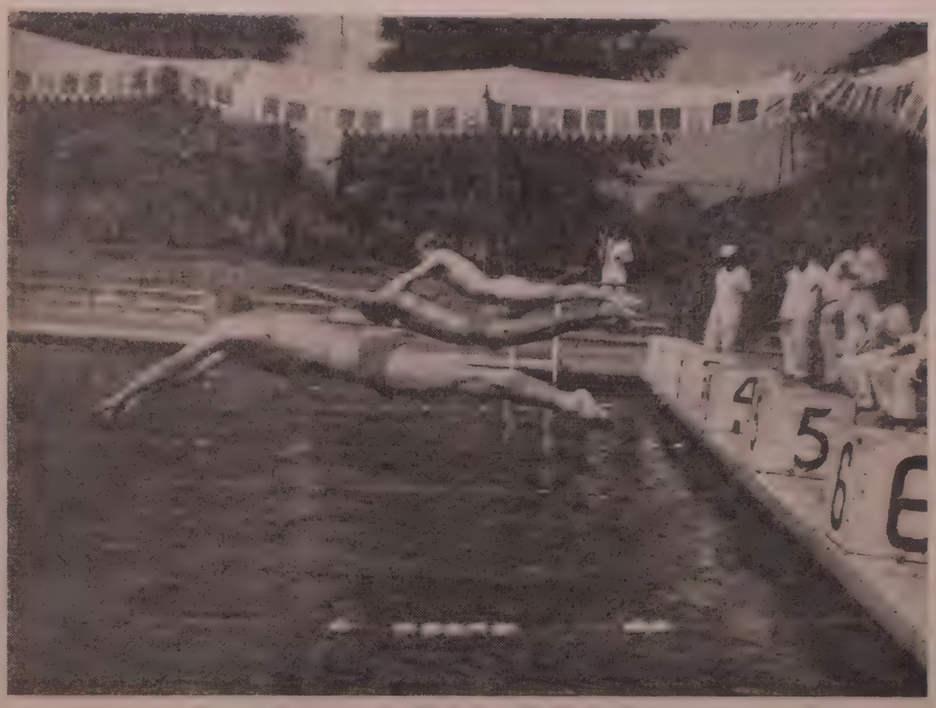
KANADA BOOKS

The Mysore University has accepted in principle a proposal to compile and bring out a descriptive bibliography of Kanada books. The need for such a publication is to cater to the needs of scholars and research workers.

The above work is likely to be completed within 18 months of its commencement.

Germans Excel At Sports Meet

The West German University squad consisting of athletes, swimmers, gymnasts and tennis players was pitted against the Indian Universities team last month on 16th and 17th September in New Delhi when they stayed for 4 days on their way back home after participating in the World University Games. The meets were organised by the Inter-University Sports Board in collaboration with different National Sports Federations.



Swimmers dive into water at NSCI pool.

The visiting team dominated in swimming and gymnastics while the Indian men's team had an edge over visitors in athletics. In tennis, however both the national teams played a tough game and the tie was won by the Germans by a narrow margin of 3-2.

Out of 11 men's events in athletics, 9 were won by the Indian athletes but our women athletes could secure first places only in 2 out of 8 events. The outstanding performance was that of Praveen Kumar who broke the existing national record in Discuss Throw with a record distance of 51.30 metres as against the previous record of 50.94 metres.



Athletes wait for the refree's signal to take off.

Swimming and gymnastic meets were however one-sided affairs and our sportsmen could not prove a match to the visitors. The Germans won all the events in swimming and gymnastics. In both these sports, they demonstrated fairly well the styles and the superior physical fitness and prowess. The overall position of points in gymnastics was : Germans, 218.09 points, Indians, 179.40 points. The highlight in swimming events was the Exhibition Diving demonstrated by the German girl, Ingehard Busch.

In tennis, S. S. Misra lost both his singles matches against the Germans while Anand Amritraj lost one but won the other. In men's doubles, Indians who were represented by Balram Singh and S. S. Misra defeated the opponents represented by B. Weinmann and Waldemar Timm.

COORDINATED RESEARCH BY ICAR

The Indian Council of Agricultural Research has reshaped the pattern of future research to be undertaken in the country.

Under the new pattern, based on rethinking following the reorganisation of the Council last year, all-India co-ordinated research projects have been formulated for the improvement of agricultural crops and animal wealth as also for investigations in the field of agronomy, soil sciences and agricultural engineering.

Essential Feature

An essential feature of the co-ordinated research projects is that they will be operated on a country-wide basis under the direct supervision and technical guidance of the Council. Scientists from the Central and State research institutions will work together as a team and draw up details of the technical programme, continually review the progress and prepare future plans of work.

Programmes

So far, 26 co-ordinated research projects have been drawn up by the Council. Some of them like the all-India co-ordinated wheat research programme, are already under implementation.

Encouraged by the very gratifying results achieved in the co-ordinated maize improvement scheme, the Council has decided to organise research for the improvement of fruit crops also on a co-ordinated basis and on the model found so successful in maize and in some other food grain crops. Research on eight important fruits—mango, banana, citurus, grape, guava, papaya, pineapple, and apple is proposed to be undertaken.

The Council is giving a serious thought to research aimed at finding solutions to problems of national importance facing the fruit industry, especially mango-malformation and citurus die-back. It is also proposed to initiate grape breeding work to evolve superior commercial varieties for table, raisin juice and wine purposes.

Another Object

Another object of the scheme is to intensify work on pre-harvest and post-harvest physiology of fruits and determine the maturity indices under the various agro-climatic zones of the country. The results will be of great value in export promotion of fruits like mango, banana, citurus and pine-apple.

Human Computing Machine

Mr. Aron Chikvashvili, a 36-year-old accountant of Western Georgia (Russia), can instantly determine the number of letters and words in a sentence, paragraph or a page.

He was asked once to calculate the number of letters and words spoken in a running football commentary which was recorded on tape. No sooner had the commentator said the last word than Chikvashvili gave his total. It took five hours to check the tape, and Chikvashvili's total tallied perfectly.

Chikvashvili can also read whole paragraphs backwards, after hearing them once.

Chikvashvili's remarkable powers manifested themselves at the age of 13. Scientists believe that the calculating abilities of such prodigies diminish with time.

Seedlings Grow Faster in Space

Scientists report that wheat seedlings grow faster in space than on earth.

The finding was among the preliminary results of the flight of the U.S. Biosatellite II. The space laboratory carried 13 plants and animal experiments designed to find out how living things develop under the radiation and weightlessness conditions of space.

Each species of organism went aloft in separte climate and food-controlled compartments. Some compartments were kept at room temperature, others were heated for optimum growing conditions.

The space agency said the wheat seedling "grew as much in less than two days of weightlessness as wheat seedlings normally grow in three days on earth."

They were "the first plants ever grown in weightlessness (and) showed characteristics far different from plants grown on earth. The roots of the seedlings curved upward toward the shoots of the seedlings and out to the side". In earth-grown seedlings, the roots grow downward or at specific angles to the vertical.

That plant roots would shoot out in all directions in space was known theoretically but the flight was "the first demonstration of this".

Pepper plants flown on the satellite showed that the orientation of plant leaves depends somewhat on gravity. On earth, the leaves of pepper plants grow horizontally to the ground.

Leaves of the space-borne plants "were curved downward, some far enough to touch the stem.

Libraries Make Progress in Madras

The library movement has made a significant progress in Chingleput district of Madras State. This has been possible due to the untiring efforts of the district authorities. The district can now boast of a well-equipped central library at Chingleput and a net work of 120 branch libraries covering rural areas.

According to the latest figures, all the villages in the district which have a population of more than 5,000 have been provided with branch libraries and even most of the villages with a population of 3,000 to 5,000 have their own libraries.

The branch libraries in the villages have been provided with a wide range of books, adequate furniture and staff. Each is also provided with a Reading Room where leading dailies and magazines are made available to the readers. Special information boards are put up in front of libraries displaying the day's news items in Tamil for the benefit of the villagers.

Women's Library Service

A distinct feature of the expansion of library service in the district is, however, the Women's Library Service Programme in which more than 1,000 women teachers are actively engaged in rendering voluntary service by making available books to 'Women at home.'

While all the branch libraries are provided with Women's and Children's sections, two separate libraries,, exclusively intended for women and children are functioning at Chingleput and Tambaram. These special libraries, which are equipped with books, suitable to women and children along with general books, are slowly becoming popular. The Tambaram Women and Children's Library attracts children who make good use of the reading material made available to them.

Indian Professors Visit Australia

Dr. M. S. Rajan, Director of the Indian School of International Studies and Dr. P. A. Narasimha Murthy, Reader in Japanese studies and Head of the Department of East Asian Studies at the school visited Canberra last month to attend a Conference on India, Japan and Australia convened by the Australian National University from 11th to 15th September. After the Conference was over, they were the guests of the Australian Government for another week and visited other parts of Australia.

Education Through Radio and TV

Plans are going ahead to set-up a new university institution in Britain to expand the field of further education.

A committee has been appointed to work out arrangements for the new body, which will provide courses leading to degrees and other qualifications by a combination of television, radio, correspondence, tutorials, short residential courses and local audio-visual centres.

It is expected that the university will be launched during 1970.

Equipment to Treat Parkinson's Disease

The British-made precision equipment is now used to help neuro-surgeons treat people suffering from Parkinson's disease which causes trembling and loss of limb control.

The surgeons can place an electrode at the precise spot in the patient's brain in order to destroy the affected cells. The equipment consists of a rigid stand on which is mounted an open box frame and arc assembly with electrode carrier. Each leg of the frame is calibrated to facilitate measurement in three dimensions when positioning the frame over the patient's head, and is fitted with clamps in each plane to locate the frame in the correct position.

The arc carrying the electrode is also calibrated with vernier adjustment and, once the frame has been properly placed, the electrode can be accurately positioned.

During the operation, X-ray techniques are used to check each phase of pinpointing the target area. The equipment is constructed of non-ferrous material, and the calibration engraving in certain places is "mirrored."

Education of Immigrant Children in Britain

The British Government is expected to spend nearly £1,000,000 on providing teachers to educate immigrant children according to Mr. David Ennals, Parliamentary Under-Secretary of States. Speaking at a course on "The Educational Needs of Immigrant Children", arranged by the Advisory Centre for Education, he told a number of teachers and educationists that a 1966 Local Government Act provided special grants to local authorities to enable them to appoint special staff to deal with the teaching of young Commonwealth citizens.

NUMBER OF HOSTEL

Affiliated

S.No. University	Enrolment	Residing in Hostels	Percentage of Residents
1. Agra	69,366	3,652	12.5
2. Allahabad	3,633	1,461	40.2
3. Andhra	33,992	5,968	17.6
4. Banaras	1,028	217	21.1
5. Bangalore	17,285	970	5.6
6. Bhagalpur	19,398	2,163	11.2
7. Bihar	27,612	3,400	12.3
8. Bombay	62,307	4,571	7.3
9. Burdwan	30,167	5,645	18.7
10. Calcutta	1,35,107	13,075	9.7
11. Delhi	26,942	2,392	8.9
12. Dibrugarh	13,444	2,462	18.3
13. Gauhati	37,175	3,557	9.6
14. Gorakhpur	14,980	2,524	16.8
15. Gujarat	70,408	8,863	12.6
16. Indore	13,483	1,238	9.2
17. Jadavpur	89	—	—
18. Jabalpur	13,592	3,084	22.7
19. Jammu & Kashmir	12,662	1,951	15.4
20. Jiwaji	16,196	1,262	7.8
21. Jodhpur	281	199	70.8
22. Karnatak	22,207	3,227	14.5
23. Kerala	1,11,604	22,595	20.2

RESIDENTS ; 1965-66

Colleges only

S.No	University	Enrolment	Residing in Hostels	Percentage of Residents
24.	Lucknow	5,899	823	14.0
25.	Madras	96,135	35,066	36.5
26.	Magadh	21,098	1,042	4.9
27.	Marathwada	14,473	2,823	19.5
28.	Mysore	29,876	7,167	24.0
29.	Nagpur	45,979	5,165	11.2
30.	North Bengal	11,107	1.631	14.7
31.	Osmania	18,767	2,371	12.6
32.	Panjab	77,400	13,783	17.8
33.	Poona	34,543	6,377	18.5
34.	Punjabi	5,135	1,493	29.2
35.	Rajasthan	27,209	5,586	20.5
36.	Ranchi	19,347	7,517	38.9
37.	Ravi Shankar	14,807	1,360	9.2
38.	Sardar Patel	7,450	3,720	49.9
39.	Saugar	19,498	912	4.7
40.	S.N.D.T. Women's	2,021	231	11.4
41.	Shivaji	21,297	3,823	18.0
42.	Srivenketsewara	13,477	4,382	32.5
43.	Udaipur	1,372	249	18.1
44.	Vikram	17,794	2,477	13.9
45.	Utkal	23,573	7,701	32.7
	Total	12,81,215	2,15,180	16.8

STUDENT UNREST

(*Continued from page 4*)

for the Rule of Law. The police, though it is hardly popular is a necessary instrument to maintain the rule of law. The sanctity of the premises of educational institutions should not be violated by the entry of Police. Granted. But, we should also note the following facts:-

"There is an absolute and unconditional obligation binding the police authorities to take all steps which appear to them to be necessary for keeping the peace, for preventing crime, or for protecting property from criminal injury".

—A recent judgement of the House of Lords

"Law-breaking and destruction of property in which aggressive processions unfortunately terminate in our country on several occasions have to be dealt with as a law and order problem and if the students play the role of law-breakers they cannot complain if they are dealt with as law-breakers. When the explosion of student indiscipline results in the breaking of the law on a large scale, the authorities of the State would be justified in dealing with the problem as law and order one".

—Excerpts from a speech of a Chief Justice of India

We must all work for the promotion of good relations between the police and the civil population.

IV. In the modern complex world, duties of various groups and individuals are often interlinked. But the real solution of our problems depends upon the principle of unilateral performance of duty by every one.

V. The last but not the least important thing is to give training and orientation to all our teachers when recruited, in regard to their duties as student advisers.

Agricultural University in Assam

The Government of India has approved a draft-Bill for establishing an Agricultural University in Assam.

The university would be set up at Jorhat in upper Assam in two years' time. It will meet the needs of Assam, Nagaland, Manipur and NEFA.

In this connection the Government of Assam would appoint a committee soon to prepare a comprehensive scheme for setting up the university. The scheme is expected to be ready by next year.

Another Medical College in Delhi

Dr. S. Chandrasekhar, Union Minister for Health and Family Planning said last month that it was proposed to have the fourth medical college in the Capital which would be affiliated to Delhi University.

In an interview with a news agency Dr. Chandrasekhar, however, made it plain that this college could be started next year only if the "hurdle" of finance was overcome.

Asked about the Health Ministry's plans to expand medical education in the Capital and the rest of the country, Dr. Chandrasekhar said that the Health Ministry had been having the proposal of an additional college in Delhi for quite some time. He had discussed the matter with the Vice-Chancellor of Delhi University who agreed in principle to having a new Medical College affiliated to the Delhi University The Hindu Rao Hospital, though it had at present limited number of beds could be expanded to become a teaching hospital.

EXPERTS' MEET

An experts' meeting on integration of Education in economic and social development was convened by the Department of Economic Analysis of UNESCO in Bangkok from September 11 to 15.

This meeting was attended by leading economists from England, India, Japan and Thailand and the delegates from International Organizations namely Economic Commission for Asia and Far-east, Asian Institute of Economic Development and Planning, Bangkok and the Asian Institute of Educational Planning and Administration, New Delhi.

The experts considered the present scope of Educational Planning and took note of theoretical advances as well as practical measures taken by Asian Governments after the Asian Education Ministers, Conference at Bangkok in November 1965. The conclusion of this meeting will be made use of in the International Conference of Educational Planning which will be convened by UNESCO at Paris in August 1968.

Development of Education Overseas

A new trust to help educational administrators in the developing countries has been formed in Britain.

Two independent organisations, the Leverhulme Trust and the Ford Foundation, and the Ministry of Overseas Development are jointly financing the new organisation, which is called the Trust for the Development of Education Overseas.

It will help identify and make available experienced people from Britain and other countries to help hard-pressed officials of universities and similar institutions in the developing countries.

Campus News

Mysore: A guidance unit has been set up in the **Maharaja College of the University of Mysore** under the supervision of Shrimati Padama Bai, lecturer in Statistics. The unit will look after the health of students and assist poor students by supplying free books and stationery. The unit will also advise students on personal and domestic problems.

Minerological Institute

The Mysore Government has accepted the University scheme for the establishment of a Minerological Institute at Manasagangotry. It has also approved the cost of implementing this project during the 4th Plan period which is estimated at Rs. 2,94,100. This would meet the development grants made available to the university.

The Vice-Chancellor of the Mysore University has issued an appeal in this connection to the mining magnates to extend their full co-operation to this Minerological Institute whose work in the long run will be of immense value to the industry.

Patna: A meeting of the Old Boys' Association of the Department of Ancient Indian History and Archaeology Patna University held here demanded that the university authorities should take immediate steps to introduce compulsory teaching of Indian Culture in schools and colleges.

Meerut: The Executive Council of the Meerut University in its meeting held on August 21, 1967 passed a resolution under which the candidates appearing at B.Sc. examination of the university will be permitted to answer questions either in Hindi or in English. The Council has also recommended that this facility be extended to M.Sc. (Prev.) students from November 1969 onwards.

Bombay: The Balwantrai Mehta Trust has recently decided to donate Rs. 25,000 to the University of Bombay to institute Biennial lectures in memory of late Shri Mehta. Besides being in the forefront of the national movement and an outstanding administrator, Shri Mehta was greatly dedicated to the cause of education also. Apart from his other services, he did something in his own state which not many other states have yet done—he introduced the system of block grants (assessible every five years) in the State of Gujrat.

Bombay University's Department of Chemical Technology will shortly undertake two major research projects relating to cotton and vegetable oils. Both are financed by U.S. Government grants derived from rupees accruing to the U.S. from the sale of farm products to India under the PL-480 programme.

Symposium on Non-Newtonian Fluids

Under the joint auspices of the University Grants Commission, and the Dibrugarh University, a research symposium on 'Non-Newtonian Fluids' was held at the campus of the Dibrugarh University for four days from August 27 to August 30, 1967. It dealt with the flow of materials like pastes, plastics, molten metals and blood. The flow of the materials cannot be explained by the classical theory given by Newton for fluids like water, air, etc., and hence they are known as 'Non-Newtonian Fluids'. About 25 scientists from all over the country took part in the symposium.

This university came into being recently under Dibrugarh University Act of 1965. It controls colleges of Lakhimpur and Sibsagar districts. The main purpose of the university is to lay greater emphasis to the teaching of science and technological subjects.

PRODUCTION OF BOOKS

The publication of books in Uttar Pradesh has declined from 2,055 in 1961-62 to 1,118 in 1965-66, according to the official figures. This is not the only state to record a fall in publication. Other states with a high percentage of literacy have also not increased their book production and some of those considered back-wards have, however, reported good progress.

Himachal Pradesh, for instance, increased its production from 33 books in 1961-62 to 320 in 1965-66. For the first time Nagaland has produced printed books--four—in 1965-66. Kashmir has shown a record rise from three in 1961-62 to 58 in 1965-66. On the other hand, Kerala, the most highly literate state showed a marked decline, from 888 books in 1961-62 to 700 in 1965-66. Madras fared no better. The corresponding figures are 2,861 and 1, 936.

The maximum number of books were produced in Delhi. From 3,828 in 1961-62, it has shown a steady rise to 5,900.

In map publications, West Bengal tops the list with 11,357 in 1964-65.

Translation of Russian Text-Books

A bureau of Translation will be shortly started at the Institute of Russian Studies in New Delhi. The Bureau will translate Russian text-books, specially on science and technology, into Indian Languages.

The translation of text-books would be of immense value to Indian students pursuing studies in scientific and technological fields. The translation in regional languages is essential to enable students to imbibe knowledge easily and quickly.

Book Review

'Reading in the Foundations of Education'; Edited by Prof. W.F. Connell, University of Sydney; Senior Lecturer R. L. Debus, University of Sydney and Prof. W. R. Niblett, Institute of Education, University of London; Publishers : Routledge & Kegan Paul Ltd. 1967.

Extensive studies and research in fundamental issues of Education are being undertaken in leading universities today. Literature available in these fields is vast, and rapidly increasing year by year.

The present volume is a compilation of valuable contributions carefully extracted by the Editors from significant educational literature. It is the result of fruitful collaboration and planning by the editors and other educationists engaged in this field. In each of the sectors, educational sociology, child development, educational psychology and curriculum construction, the editors have sifted their material with great care; what has been presented in this volume are issues which appear to be clearest and most fundamental.

The book will be a very useful guide for a clear understanding of modern educational problems. The editors have not only drawn from material published from the English speaking world but they have, also, drawn on the resources from standard contributions of several other countries. This has enhanced the value of this book for those who are keen on research and who would like to keep themselves in touch with the progressive ideas in the field of education.

—D.M.S.

"Student Services for Indian Universities and Colleges—Proceedings of Seminars and Conferences, 1965-66"; Publishers : The United States Educational Foundation in India, Fulbright House, 12 Hailey Road, New Delhi-1. pp. 179.

The United States Educational Foundation in India has worked diligently to help Indian colleges and universities in developing student services on their campuses. This, the Foundation has tried to achieve through seminars, regular follow-up conferences, on-the-spot specialist assistance and suitable publications. Through active participation in the Task Force of the Education Commission, meetings with the vice-chancellors, ministers and other officials in the departments of education, the Foundation has sincerely pleaded the cause of student services in Indian higher education.

Each year the USEFI organizes a number of seminars and workshops during which Indian educators have the opportunity to share their ideas, experiences and problems with the American consultants, re-examine the development of student services in India and review some of the basic principles of student services. The publication under review is a report of the seminars conducted during 1965-66 and is the third of a series of annuals. The three volumes reflected the evolution of students services in Indian universities and the Foundation's commitment to the philosophy of student centered education.

The report is divided into three parts. Part I presents a brief resume of the presentations made by the consultants during the various seminars together with a few selected questions and their discussion. Many new ideas have been recorded which can be usefully tried in Indian colleges. One of those is the idea of earn while you learn. Dr. Ross Ensminger has identified seven types of earn-learn programmes and has discussed the possibilities inherent in each one.

The idea of "Personal Development in the College Community" though not a new one has certainly given us something to think about. Part I is therefore worth reading even for those who have studied earlier reports, though the chapter titles may seem repetitive. The reports in Part II help the reader mentally participate in the seminar programs. They are not mere recordings of Seminar and Conference proceedings, but are valuable reference material and contain the crystallized thinking of persons, from different parts of India, who are committed to Student Services. Just as these periodic conferences are an opportunity for communication among persons involved in Student Services so the published reports are a means of communication with a larger population of interested teachers. They form an excellent instrument for disseminating the most up-to-date ideas on student services, in the country.

While Part I records the theoretical discussions and Part II is an account of the actual work done during the year, Part III is a statement of what is being achieved by the educational institutions in the country. However, the reports in Part III give an impression that more plans are being made than executed. The reader may find himself wishing that a few more specific details had been given about the projects undertaken. Baroda University has been an exception in giving pertinent information about its Poor Boys' Library.

The reader closes this book with a feeling that it is not mere talk; significant achievements are being made which promise a good future for Student Services. Thanks to the impetus given to it by the United States Educational Foundation in India.

—Patricia G. Pinto

Old Memoirs Come to Life

Mr. B. R. Nanda, Director of the Nehru Memorial Museum and Library, Delhi, has completed a fascinating task in the U.K. Equipped with a tape recorder, he has been encouraging some famous figures of history—and some unknown ones—to reminisce about Pandit Nehru, Mahatma Gandhi and modern India leading up to independence.

The recordings and transcripts of them, along with several hundred similar "tapes" being made in India, will be stored in the Library and made available to students of history.

During his two months in the U.K., Mr. Nanda has recorded the recollections of two dozen people who either knew Gandhiji and Nehru personally or who played some part in the struggle for independence.

Mr. Nanda explained : "I regard this oral history project as a useful way of getting the views of people who participated in the evolution of modern India and my interviews in Britain are aimed at finding out how the Indian national movement appeared to people over here. It will enable us to see it in greater depth.

"Making recordings of conversations with these people is a very convenient way of visualising the past but I don't think that orally recorded history will ever replace written history. For one thing, memories are fallible and sometimes during a conversation people don't recall dates accurately because they are not referring to documents. Sometimes their thoughts get mixed up. But on the other hand, people can often explain themselves better and their thoughts can ramble on in a freer way than if they were writing down every word".

There is the added advantage that some of the lesser people involved on the sidelines of history, who have some very interesting anecdotes to relate about the great ones or about particular incidents in which they were personally involved might not be satisfactorily lucid in their writing, yet be able to tell their story of big events in a fascinating way when unhindered by a pen.

Perhaps one of Mr. Nanda's interviewers to fall into this category would be the driver of the car used by Pandit Nehru during a visit to the North West Frontier in 1946 as chairman of the Interim Government. During that visit Nehru was attacked.

In India about 150 people have already "taped" their impressions and there is a list of about 500 possible subjects waiting to be dealt with. While Mr. Nanda has interviewed as many people as possible during his brief stay in the U.K., he feels there are several other people who could be usefully added to the archives, in particular some now living in obscurity who might have played a small but important role in the great drama of independence.

Some of those who have already recorded history for posterity include Lord Mountbatten, the last Viceroy and first Governor-General after independence; Lord Butler, who was concerned with the framing of the India Act; Lord Brockway, who went to India in 1927 and knew both Mahatma Gandhi and Pandit Nehru : and Lord Sorensen, who was chairman of the Indian League. The list also includes several authors and journalists both Indian and British, living in Britain.

Village Service for Doctors

The Principals and Deans of medical colleges have decided to make service in rural areas compulsory both for doctors in service as well as medical students.

The decision was taken at the end of a three-day Conference in August on Family Planning and Medical Education, which was attended by officials of the Ministry of Health and representatives of a number of international organisations.

In taking the decision for compulsory service in rural areas the Conference noted that the country was faced with a national crisis in population explosion and that most countries in the world made it compulsory for their young men and women to serve for one or two years either in the army or in the health services at times of national emergency.

It expressed the view that population explosion in India amounted to a national emergency and therefore the Government had a right to demand compulsory national service from doctors.

Keeping in view that the majority of the population lives in the farflung villages of the country where even approach roads from district headquarters are not available, such a decision by the Conference is laudable. The fact is that in most of the villages when people get diseased they do not get proper medical assistance in time and as such they are left to the mercy of nature.

Compulsory village service of Doctors will have a wide impact in controlling the growth of population also.

Financial Help To Harijan Students

The Mysore Government will take paternal care of Harijan students in all colleges and technical institutions of the State and make advance payments for meeting their hostel fees and other expenses pending the receipt of scholarship amounts.

Under the scheme, approved by the Government recently, a lumpsum amount will be kept at the disposal of heads of all institutions for monthly disbursal to Schedule Castes, Scheduled Tribes and other backward classes students who are the allottees of one or the other scholarship, towards their expenses. The amount advanced to these students will be re-imbursed after the receipt of scholarship amount.

The heads of institutions are authorised to determine the amount required by each student and make payments accordingly every month. In cases of excess payments, the Government may treat such amounts as subsidy.

First in India

During the current year about 4360 Scheduled Castes and Tribes and 536 backward class students will be benefitted by this scheme.

Mysore is said to be the first State in the country to introduce this 'novel scheme' to assist Harijan students in higher education.

The scheme will be of great relief to 'poor Harijan' students, who invariably struggle hard to meet their expenses during the course of the academic year.

The Harijan and other backward class students who venture on higher education because of the incentive provided by way of scholarships, are put to hardships due to late (end of the academic year) receipt of scholarship amounts.

In the past years, several instances of denial of admission tickets to Harijan students for non-payment of hostel and other fees had come to the notice of the Government, and therefore it was thought necessary to avoid the recurrence of such instances by depositing caution money with the heads of institutions.

Tamil Seminar in January

Twenty-nine countries, including the United Kingdom, the United States, the Soviet Union, France and Israel have accepted the invitation to attend the second international conference-seminar of Tamil studies scheduled in Madras in January. The Public Works Minister, Mr. M. Karunanidhi, is the vice-chairman of the steering committee of the World Tamil Conference and 120 scholars have accepted the invitation.

Cultural programmes and a special exhibition on the political, social, literary and artistic achievements of the Tamils would form part of the conference-seminar.

The foreign embassies in Delhi have evinced great interest in the conference-seminar and some have already advised their Home Governments to send as many scholars as possible to the seminar.

Gratuity Scheme in Shivaji Varsity

The Shivaji University, Kolhapur has recently approved the group gratuity scheme for its administrative staff. This is in lieu of pension scheme and is intended for the benefit of permanant staff members. The gratuity is payable both in the event of an employee's premature death while in service or on his retirement, the maximum amount payable in the latter case being 15 months' basic pay. The group gratuity is a sort of insurance of the lives of the University employees the premia on which are paid to the Life Insurance Corporation of India by the University.

Sweeping Reforms by Rajasthan Varsity

The Academic Council of Rajasthan University has decided to introduce a "reformed system" of examinations with facilities to students to improve their performances and degrees at all levels without in any way "watering down" its educational standards.

The Council has decided to give a second chance to the students of the first year, second year and M.A. previous to improve their performances in the university examinations by cancelling their earlier results.

According to the Council's decisions, the students thus opting for the second chance will not be required to rejoin regular classes in their colleges.

At the pre-university, degree and M.A. final year examination levels, the Council will give another chance to students to improve their divisions.

"The students at degree or diploma levels will not be required to cancel their degrees. Their diplomas or degrees will, however, be withheld and if they improve their divisions in the second chance, this will be written instead of the previous one. However if they fail to improve their division, then the old degrees or diplomas will be given to them.

Russian Popular Among University Students

Various classes are held in different foreign languages in Lucknow University, but it is the Russian language that attracts the serious type of students. This is borne out by the fact that while only one-year proficiency courses, ending up with the award of certificates, are held in the French and German languages; in the Russian language, the one-year proficiency course and two-year diploma course are run concurrently.

The proficiency course is essentially run for those students who like to have just a smattering of the language, while the diploma course is meant for the students who desire to have a fair knowledge of the language.

Miss Anastasis Okhrimenko, who has arrived from Russia this year, and who is taking both the proficiency and diploma classes in the Russian language, believes that the Russian language is the most difficult of all European languages and it is, therefore, true that only those students who are serious about learning it should come forward to join the classes. Miss Okhrimenko hails from Minsk, capital of Byelo-Russia-700 kilometres from Moscow.

Fifty-five Students

Russian classes are being held in the post-graduate block of the university. There are 55 students in the proficiency class, including ten girls, and 21 in the diploma class, including two girls. The classes are held daily from 8 a.m. to 10 a.m., the first hour is devoted to proficiency class students and the following hour for the diploma students. On Mondays, special classes-learning Russian from Records—are held in the evenings in which proficiency class students are given the benefit of lessons by playing of records in the language laboratory.

From next week, Conversation classes—of one hour duration will be held to give practice to the students in conversation in the language.

Out of an overall strength of 76 students in the proficiency and diploma classes about 20 per cent are non-university pupils, comprising mostly Government officers. There are also men from the professions and other vocations who have joined the classes for the sheer love of learning the language. Among the university students, the majority are those who are either studying for their Master's degree or are doing research for the Ph.D. degree.

New Classes

The new classes commenced on August 16 last, and up to now the students of the proficiency class have acquired a vocabulary of 140 Russian words. The students can read and write in Russian and ask and answer questions. The students are trying hard to master the pronunciation of Russian words.

The Indian students have shown much zeal and taken interest in learning Russian and some of the students are really good.

Apart from the four records containing well-planned lessons in the Russian language, there are five other records, which, harness the aesthetic taste of the beginner in learning the language. In addition to this, the Russian language department has in its possession a tape recording of Russian music and songs, which has a playing duration of one hour.

Science Conference

A three-day conference of the All India Science Teachers Association will be held at Gauhati on December 26, 27 and 28 this year. This is the first time that this Association is holding a session in Assam in which eminent scientists of India will deliver lectures and about one thousand delegates from all over the country will participate.

B. C. ROY AWARD

Nominations for the Dr. B. C. Roy National Award 1969 are now open and blank nomination forms can be had from the Secretary, Dr. B. C. Roy National Award Fund Office of the Medical Council of India, Temple lane, Kotla Road, New Delhi from November. Nominations must reach the Secretary before March 31, 1969.

The management committee has decided to give three awards of Rs. 2,000 each, one award to be given in each category once in five years from 1969.

The awards are for : 1. good and capable teacher. in Medicine (Civil or military in various branches) by rotation: 2. best talents in encouraging the development of specialities of different branches of medicine and 3. best services in the field of socio-medical relief and in the establishment of medical organisations and medical institutions (both civil and military).

Indian citizens and other nations who have spent considerable time in India are eligible for the awards.

Switch over to Regional Language

Following the decision of the Vice-Chancellor's Conference on the medium of instruction, the Bangalore University has formulated a three-point programme to switch over to the regional language.

The programme consists of writing of text-books in Kannada and also in "simplified English using restricted vocabulary", arranging evening classes for imparting instruction in English language on modern methods and facilitating mobility of teachers from one university to another by giving them option to teach in English or Kannada.

Classified Advertisements

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Notification No. 16

Applications are invited for the following posts in the Smt. Hansa Mehta Library of this University :—

1. University Librarian :—Grade : Rs. 1000-50-1500. **Qualifications** :—(*i*) A first or second class Master's degree of an Indian University or an equivalent qualification of a foreign University. (*ii*) A first or second class Post-graduate Degree or Diploma in Library Science. (*iii*) A person of eminence in the subject with either a research degree of a Doctorate standard or published work of a high quality. (*iv*) About ten years' experience in Library Work in a University or College in a position of responsi bility including experience of teaching in the field of Library Science.

Desirable :—(*i*) Proficiency in documentation and bibliographical work and various types of classifications. (*ii*) Working knowledge of one or more foreign languages. If a candidate is not found fully suitable for the post of University Librarian, he may be considered for appointment as Deputy Librarian in the grade of Rs 700-40-1100.

2. Assistant Librarian :—**Grade** : Rs. 400-30-640-40-800. **Qualifications** : (*i*) A first or second class Master's degree together with at least a second class degree or Diploma in Library Science or (*ii*) A first or second class degree in Library Science with at least three years' experience in a University or College Library or in a Library of Corresponding standard.

Desirable : (a) Knowledge of the latest techniques in Library Science, and classifications (b) Experience of teaching in the field of Library Science.

GENERAL INSTRUCTIONS

Both the posts carry benefit of D.A., and P.F. admissible as per University Rules. Candidates already in employment should apply through their present employers with an advance copy on plain paper. Candidates called for interview will have to come at their own expense. Incomplete applications and those received late or on plain papers will not be considered. Applications on the prescribed form available from the Registrar's Office on receipt of Crossed Postal Order for Rs. 5·00 should reach the Registrar, M. S. University of Baroda, Baroda-2, on or before 16th October, 1967.

B. K. ZUTSHI
University Registrar
M.S. University of Baroda,
Baroda,
Dated 9th September, 1967.

UNIVERSITY OF POONA

Applications are invited for the post of a Reader in Experimental Psychology in the University Department of Experimental Psychology. Detailed information regarding qualifications, pay scales etc. will be supplied alongwith the prescribed application form on receipt of a self-addressed envelope (23 cm x 10 cm) bearing postal stamps worth Rs. 0·45 paise to cover the postage. Applications should reach the University Office not later than SATURDAY, 7th October, 1967.

If no candidate is found suitable for appointment to the post of a Reader, a Lecturer will be appointed against the Reader's post. Applicants should indicate clearly whether they are willing to be considered for appointment as a Lecturer. Those who had applied previously for the Reader's post in response to the advertisement published in January/ February 1967, need not apply again, unless they are willing to be considered for a Lecturer's post.

Ganeshkhind, Poona-7,
September 11, 1967.

W. H. GOLAY
Registrar

SHREEMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY BOMBAY

Applications (6 copies) are invited on prescribed forms (available from the University Office, 1, Nathibai Thackersey Road, Bombay, 1 on payment of Rs. 2/- per set by Money Order or in cash) for the following posts at Sir Vithaldas Thackersey College of Home Science, Bombay, so as to reach the Registrar not later than October 21, 1967.

Sir Vithaldas Thackersey College of Home Science, Bombay

Sr. No.	Particulars	Medium of Teaching
1.	One Professor in Foods & Nutrition	English
2.	One Reader in Foods & Nutrition	English
3.	Two Lecturers in Foods & Nutrition	Guj. & Mar.
4.	One Professor in Child Development	English
5.	One Junior Lecturer in Child Development ..	Guj./Mar.
6.	One Junior Lecturer in Chemistry	Gujarati.
7.	One Lecturer in Home Science Education ..	Eng./Mar.
8.	One Lecturer in English	—
9.	One Asst. Lecturer in Textiles & Clothing ..	Marathi

QUALIFICATIONS :

1. **Professor**
   (*a*) A first or second class Master's Degree in the subject concerned.
   (*b*) Either a research Degree of a doctorate standard or an outsanding competence assessed from the review of the published research carried out during the five years preceding the date of application on published literary or Scientific work during the above period.
   (*c*) About ten years experience of teaching at University or College and experience of guiding research.

2. **Reader :**
   The qualifications of Reader are similar to those of Professor with five years experience of teaching at University or College and experience of guiding research.

3. **Lecturer :**
   (*a*) A first or second class Master's Degree in the subject concerned.
   (*b*) At least three years experience of teaching at University or College. A person with experience of guiding research will be preferred.

4. **Junior Lecturer :**
   At least a second class Master's Degree in the subject concerned.
5. **Assistant Lecturer in Home Science :** Bachelor's Degree in Home Science in the subject concerned.

SALARY SCALES : (Inclusive of allowances).

Professor :	Rs. 1100-50-1300-60-1600
Reader :	Rs. 700-40-1100 likely to be revised to Rs. 700-50-1250.
Lecturer :	Rs. 400-30-640-40-800 likely to be revised to Rs. 400-40-800-50-950
Junior Lecturer :	Rs. 300-25-350
Assistant Lecturer :	Rs. 220-10-260-15-320

(Smt.) KAMALINI H. BHANSALI
Registrar,
S.N.D.T. Women's University
BOMBAY-1

OSMANIA UNIVERSITY
Hyderabad-7, A.P.

Advertisement No. 12, 1967

Applications on the prescribed form, together with the registration fee of Rs. 5·00, are invited for the following posts in the University Service, so as to reach the undersigned on or before 30-10-1967.

1. Professor of Business Management
2. Professor of Geography
3. Professor of Industrial Administration (Post sanctioned for a period of 5 years in the first instance)
4. Professor of English
5. Professor of Telugu
6. Reader in Sociology

QUALIFICATIONS :

Professor : A Research Degree of Doctorate Standard or published work of an equivalent standard with Ten years of teaching experience inclusive of Post-graduate teaching.

Reader : A Research Degree of Doctorate Standard or published work of an equivalent standard with 5 years of teaching experience/or Research.

NOTE :—

1. Candidates who have applied in response to the Advertisement No. 3/1967 and 5/1967 need not apply again.
2. Recruitment for posts No. 4 & 5 is only for the Post-Graduate Centre at Warangal.
3. In case of candidates for Professorship, possessing a Doctorate Degree, teaching experience may be relaxed by Two years.

Full particulars regarding qualifications, experience, age, specialisation, scale of pay etc. and the application forms can be had from the Director, Department of Publication and University Press, Osmania University, Hyderabad-7, A.P. on payment of Rs. 3·00, in person or by Money Order, or by Postal Order *Uncrossed* together with the Postal Charges of 20 paise, made payable to the Director. If the form is required by registered post, postal charges of Re. 1/- must be sent.

Sd/-
(L. B. DESHPANDE)
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Experimental Psychology		Poona
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Food & Nutrition	Lecturer	Shreemati Nathibai Damodar Thackersey Women's, Bombay
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UNIVERSITY NEWS

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STUDENT HEALTH SERVICES

21.11.67

THAT over 25 per cent of our nine lakh university and college students suffer from some ailment or the other is a depressing thought. It is all the more shocking to learn that nearly 16 per cent students get exemption from N.C.C. on medical grounds alone.

As students are the nation builders of tomorrow, their health must be of prime concern to the powers that be. It is surprising to learn that whereas we spend on an average about Rs. 450 annually on the education of a university or college student, we hardly spare Rs. 5 for his medical care. The recommendations of the UGC experts' committee that a scheme be framed to provide a contributory health service for the students and the staff of universities and colleges all over the country will, therefore, prove to be a landmark in this direction. It is a well-known fact that the students' illness often leads to absenteeism, poor performance in studies and the consequent substandard examination results. The committee has worked out that the scheme will cost Rs. 20 per head annually. This is not a big figure.

The students health services are fairly well established in the U.S.A., U.K., and other European countries. These facilities have been of immense utility to the student community there. In the U.K. alone, medical facilities are available to the students right from the day they enter a college or a university. Similarly in the U.S., colleges and universities have exhaustive health programmes.

A comprehensive health scheme at the university must pay its attention in two directions: (*i*) prevention of diseases and (*ii*) diagnosis and treatment of illnesses.

For prevention of diseases, sufficient care must be taken of cleanliness at the places where a student spends most of his time: hostels, canteens, classrooms, libraries and playgrounds. For diagnosis and treatment, a university must have its separate health and welfare centre, where services should be available both for teachers and students. In case of serious illness, the university health officer must pay special attention or procure services of a specialist. Besides, arrangements should also exist to impart health and physical education. Students participation in games should be encouraged. Holiday homes for college teachers and students should be provided.

The provision of such facilities will amount to a big figure. Since education is a state responsibility and the record eloquently exhibits that Government of India has borne this burden bravely, it should not be difficult to draw a programme of immunization and regular medical checkup of the students. Students—resident and non-resiednt-could also contribute a nominal amount, say Rs. 6 a year, towards the expenses.

The Education Commission has rightly emphasised the need for a health scheme: "A sound and carefully designed machinery needs to be created for a regular, annual and comprehensive medical examination of all college students and for systematic follow-up of detected cases, the maintenance of health records and case history cards on a uniform basis, and the standardisation of comprehensive medical examination and followup procedure."

—MRD

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SCHOLARSHIPS AND AWARDS

PERSONAL

The University Grants Commission has selected seven candidates belonging to hill areas of north-eastern region of India for the grant of scholarships for post-graduate studies and research during 1967-68. The purpose of this scholarship scheme is to promote academic communication between hill areas and other parts of the country.

The research scholarship is of the value of Rs. 250 p.m. and the post-graduate scholarship is of Rs. 120 p.m. in addition to Rs. 200 for books and Rs. 100 for initial expenses. A travel grant from the place of residence to the place of study and back, once a year, will also be available.

Study of English in India

The Union Ministry of Education has brought out a publication entitled "The Study of English in India". It is a report of a study group appointed by the Ministry of Education and was submitted to the Education Commission in 1965.

The report surveys the field of the study of English in the various stages of education, examines the position of English in school education as it would be when English would cease to be the medium of instruction at the university stage and suggests improvement of standards of English in secondary schools and colleges. It also attempts to give a blue-print of the ways and means for improving and developing study of English at all stages, including the training of teachers.

The Ministry of Education has invited comments on the suggestions made in this report by November 30.

Soviet Scholars to Study Indian Languages

Nine students from the U.S.S.R. have arrived in India to study Indian languages. They have been awarded Government scholarships under the Indo-Soviet Cultural Exchange Programme for 1967-68. Eighteen more students under the programme are expected to arrive shortly.

Three of the nine students will study Urdu, two Sanskrit and one each Punjabi, Malayalam, Marathi and Hindi.

Soviet Scholarships for 35 Indians

Thirty-five candidates have been selected by the Union Ministry of Education for the award of scholarships offered by the Peoples' Friendship (Patrice Lumumba) University Moscow, during 1967-68. They include; ten each for machine building and power machine building, eight for exploitation of mineral deposits, four for Russian language and literature, two for medicine and one for agronomy.

Science Congress

The 55th session of the Indian Science Congress which will be held at Banaras Hindu University from January 3 next will discuss the significance of scientific research in India and its application in the economic and social progress of the country.

Preparations are afoot to organise the session which is likely to be attended by over 3,000 delegates from India and abroad. Discussions and symposia on scientific subjects will be held in 13 groups.

Dr. B. P. Pal, Director of Indian Council of Agricultural Research, has been elected an honorary member of the Lenin Academy of Agriculture.

His work has been considered of great theoretical and practical importance. Dr. Pal is a botanist-geneticist. He is particularly well-known in scientific circles for selecting new varieties of wheat.

Professor Heisenberg, Director of Plank Institute for Physics and Astrophysics, Munich, has been awarded the Sir Devaprasad Sarvadhikary gold medal for 1967 by the Calcutta University.

Mr. P. B. Gajendragadkar, Vice-Chancellor of Bombay University, has been appointed as member of the University Grants Commission in place of Dr. D. C. Pavate, who has resigned on his appointment as Governor of Punjab.

Professor N. Shafi Head of the Department of Geography, Aligarh Muslim University, has been awarded a medal of the University of Liege in recognition of his pioneering work on land use and applied geography. The award was declared when he presided over the meeting of International Commission on Geography held in Belgium last month. Professor Shrfi's work on land use has been extensively quoted in foreign books and geographical periodicals.

Dr. Y. K. Sinha, Professor of Pharmacology of the Darbhanga Medical College, Patna, has been elected Fellow of the Indian National Academy.

Dr. R. P. Roy, Professor of Botany, Patna University, has been elected Fellow of the Indian National Academy.

Students' Council Formed in Mysore University

A landmark in the student-university authorities relations was achieved recently with the establishment of the Mysore University Students' Representative Council. This is a unique and a significant step in removing the students' grievances by mutual discussions and help inculcate healthy traditions in the university departments.

The Vice-Chancellor of Mysore University, Dr. K. L. Shrimali, who is the brain behind this scheme believes that the council will underline the prime needs and remove difficulties of students and suggest appropriate solution.

The council which consists of 19 student-members will also have ten members of the teaching staff as observers.

According to Dr. Shrimali, the council will "endeavour to remove students, difficulties and help them pursue their academic pursuit." The academic bodies of the university will also give due consideration to the recommendations of the council from time to time.

Varsity Media

In its first meeting recently, the council discussed the question of introducing Kannada as a medium of instruction at all levels and running a parallel media courses in English and Kannada. The idea is that no student should be handicapped if he liked to learn through a particular medium. Since Kannada has become the language of trade and commerce, it was bound to help the students if its introduction was encouraged.

In the professional courses like medical, law and engineering, instructions will be imparted in the Kannada language in due course. The council decided to refer to the Mysore University Academic Council the suggestion for introduction of compulsory paper in all branches of study on the Indian heritage. The student council has suggested that large number of functions should be held in which students and teachersmeet frequently.

The student Council has also decided to create a student welfare fund to help the poor students in the university and the affiliated colleges. Dr. Shrimali has suggested that if every student contributes Rs. 5 out of his pocket-money, Rs. 2,00,000 can be collected for this purpose. He offered that the university will contrinbute an equal amount for this purpose.

Mysore University proposes to introduce system of internal assessment on students' performmance in class from the next academic session. The student council has generally approved of this proposal.

Dr. Shrimali has promised to look into the students facilities in the campus. The conditions of university and college hostels would be improved. The Vice-Chancellor plans to call regular reports of conditions prevailing in the hostels.

ALIGARH VARSITY ACT UPHELD

The Supreme Court has upheld the validity of the Aligarh Muslim University Amendment, Act 1965, which empowers the President to nominate non-Muslim members of the University Court.

The Supreme Court dismissed the writ petition filed by Mr. Azeez Pasha and four others challenging the Act on the ground that it had deprived the Muslim minority of its right to establish and administer educational institutions.

The Chief Justice, Mr. K.N. Wanchoo, said the university was established by the Government of India under an Act in 1920 and not by the Muslim community. Therefore, they had no constitutional right to administer the institution.

U.S. Grant for Udaipur University

The first instalment of the United States Government's grant of Rs. 1,79,000 has been presented to Udaipur University.

The grant will support a study of two types of bacteria-enterococci and coliform-suspected of causing dangerous spoilage in processed foods and dairy products.

The cheque was presented by Dr. Paul C. Clayton, acting leader of the Ohio State University, team at Udaipur University. Dr. D. S. Saraswat, head of the department of dairy science at the university, who will direct the research project received the amount.

The grant has been awarded by the agricultural research service of the U.S. State Department of Agriculture. It is financed with rupees derived from the sale of U.S. farm products supplied to India under the U.S. Food for Peace (PL-480) Programme.

Two Prizes For Outstanding Works

The India Book House, Bombay, has offered two prizes of Rs. 5,000 each for the outstanding manuscripts on fiction and non-fiction.

Of the prize money, Rs. 2,500 will be paid outright, and the rest as an advance on royalties. Contributions must be in English, not translations, and may be between 70,000 and 1,25,000 words. The last date for the receipt of entries is September 20, 1968, and results will be announced before March 1969.

Two independent panels of judges will choose the prize-winning manuscripts, which will be published in editions of 10,000 copies each.

The India Book House reserves the right to publish other manuscripts submitted for the competition.

AGRICULTURAL RESEARCH TO RAISE FOOD PRODUCTION

Recent efforts of agronomists at the Indian Agricultural Research Institute at New Delhi aimed at judicious exploitation of rather scanty resources to maximise farm production have raised new hopes for the country's food prospects.

By using Urea and Ammonium Sulphate treated with nitrification retarders, the agricultural scientists have been able to increase the efficiency of Nitrogen utilisation by 25 to 30 per cent, a breakthrough of economic importance to farmers and industry alike. Various farm tracts of the institute spread over an area of more than 1,200 acres, some 1,000 research scientists and students drawn from all parts of the country, are making new experiments in crop production, by producing hybrid and composite varieties of various seeds.

They have also been able to reduce the maturity time of maize, bajra, rice, wheat, jowar and some other crops, at the same time increasing the volume of production on a given tract of land. "A little more observation and the maize will be ready to be sent to the farmers," one of the scientists of the institute claims.

SCIENCE OF BRAIN

Neurocybernetics is the science which studies the work of self-control systems, taking as a model the most complicated system of natural control : the brain.

This is done so as to understand the ways in which human health is controlled by the direction of man's vital fun ctionsand to use in technique the special structures of the nervous system by which our brain differs from any computing machine. For example, modern automatics must solve the difficult problem of ensuring the uninterrupted work of very complicated apparatuses where the whole system is out of commission the moment one of its many thousand working elements refuse to act. The human brain, consisting of billions of nervous cells, works uninterruptedly.

Another remarkable feature of our brain is the capacity of finding the solutions of many problems, some of them very complicated, by the shortest possible route, without trying out various alternative methods as is done by a computing machine.

Many scientists are working or the solution of these and other mysteries. Very interesting work has recently been accomplished at Moscow University and the Institute of Psychology of the USSR. Similar programmes are already used in education and production planning.

Indian and Soviet Scientists to Launch Rockets

Indian and Soviet scientists will jointly launch rockets from Thumba in December next.

This is considered to be the first major collaboration between Indian and Soviet scientists in space science and technology.

A delegation of Soviet scientists will shortly arrive in India for this purpose.

Heart Valve Disease Curable

The Congress of the American College of Suregeons, one of the world's biggest gatherings was held recently at Chicago which discussed the Heart Valve Disease and the results of the replacement of diseased heart valves have been so good that "we can foresee the cure of heart valve disease", according to Dr. E. W. Hancock of Stanford University, California.

Dr. Carlos Duran, Professor of Cardiac Surgery at the University of Navarre in Pampiona, Spain, told the Congress that he had used pig's heart valves to replace faulty human ones. One patient with a pig's valve was alive and fit 18 months after his operation, Dr. Duran told about 9,000 surgeons.

Dr. Duran also said animal valves might be superior to artificial ones. Dr. John Kirlin of the University of Alabama reported similar results with the use of dead people's heart valves.

ANGLE TRISECTED

Professor Ramakrishnan, head of the mathematics department of Madurai College, claims that "it is possible to develop a new system of geometry with the angle as the fundamental entity". This would help solve many problems, he says.

According to Professor Ramakrishnan, it is possible now to trisect an angle, using a rule and compasses. The trisection of an angle has been considered so far one of the unsolved problems in the realms of plane geometry.

The professor says that he could "not only trisect an angle, but also divide it into any number of equal parts."

Dr. Sen Pleads For More Research By IITs

The Union Education Minister, Dr. Triguna Sen, has suggested that the institutes of technology in a country should concentrate their resources and energies on postgraduate studies and research. In doing so they might even reduce their responsibility for undergraduate courses, since they could well be taken care of by the large number of engineering institutions now functioning.

Dr. Sen who last month presided over the sixth meeting of the Council of the Institutes of Technology at New Delhi also assigned the institutes the responsibility for undertaking a comprehensive programme of curriculum development as well as design and fabrication of essential equipment and apparatus needed by engineering institutions.

He said it was important and necessary for the institutes to make a decisive impact on the total engineering education in the country. It would not be enough for them to remain merely as centres where students of merit could go to study the conventional degree programmes at the undergraduate or postgraduate level. They should reach out to help other engineering institutions in their respective areas to attain higher standards.

Distinctive Role

"As a logical sequel, the institutes should assume new responsibilities and functions that cannot obviously be undertaken by other colleges and pledge their resources to fulfilling those future needs of the country that can only be firmly visualised at this stage," Dr. Sen said

Emphasising that the family of IITs should continually work for a distinctive role for its members after taking into account the changing situations in the technical field. Dr. Sen said that at the postgraduate level, institutes should try to establish and demonstrate the highest standards possible and relate their courses to the needs of the country's technological development. They should emphasise applied research that had a bearing on the development of our industry, agriculture, transport and communications and other aspects of economic life.

Our Scientists Devoted to Research

The Indian scientists look towards research as a challenge to their intellect and drive genuine happiness from their achievements. There is strong realism and capacity for analytical investigations, coupled with sincere initiative, bold promises and productive endeavour. The outstanding motive of scientific investigations always is a desire to discover something new.

This is the tenor of a survey conducted by Dr. S. Chand, a senior teacher of psychology in Lucknow University, at the instance of the CSIR recently.

The survey report points out that the Indian scientists work devotedly but the working conditions in laboratories are far from satisfactory. Besides, there is neither equipment nor money to facilitate their work. The scientists have also to worry about the security of their job.

The scientific progress in India, the report points out, recieves a set-back due to red-tape in the offices.

The scientific work in the U.P. universities and other research centres are hampered due to low emoluments and appointments and promotions not based on merits. The report suggests that scientists, by and large, do not feel dissatisfied or frustrated but resent, bureaucratization and non-availability of financial resources for scientific apparatus.

Admission of Foreign Students to IITs

The Council of Institutes of Technology discussed last month the question of procedure to be adopted regarding admission of foreign students to the IITs. It recommended that in case of Indian nationals living abroad, the admission should be considered on the basis of individual merit at qualifying examinations without their having to appear at the joint entrance examination. As for foreign students, there should be pre-requisite training research. There would be no joint entrance examination for such categories for whom seats were reserved.

On the question of re-employment in superannuated employees, the council recommended that only academic personnel might be employed up to 65 years of age on the recommendation of the Board of Governors and the approval of the Visitor. Regarding reservation of posts for personnel discharged from military service, the council was of the view that no such reservations should be made in the case of academic posts.

The question of scholarships was considered and the council felt that the scheme for awarding them should be reviewed and, if necessary, revised.

The council has also suggested that up to 10 per cent of seats in the Indian Institutes of Technology should be reserved for the best students passing the Higher Secondary Examination.

Objective Study of Religion in Varsities Urged

A four-day seminar on the study of religion in Indian Universities in Bangalore expressed the view that the study of religion should be undertaken by universities in an objective and academic manner, and in the context of modern Indian social conditions.

The seminar was of the view that such a study of religion at the university level was necessary in order to obtain and to strengthen inter-cultural and inter-religious understanding.

The seminar was apprised of the views of the Radhakrishnan Commission, the Sri Prakasa Committee and the Kothari Commission on the study of religion in Indian educational institutions. It shared the concern of the Kothari Commission for the moral education of students, which the seminar felt should articulate the basic moral, spiritual and social values, in keeping with the Indian heritage.

Comparative Religion

The seminar recommended the institution of independent departments of comparative religion for it felt that study of religion should not only be conducted under the auspices of another discipline, but should also have its own inter-disciplinary approach. It felt that some universities which were in a position to develop full-fledged departments of comparative religion should be given adequate funds for personnel, library and travel facilities.

In the area of teaching, the seminar felt that the major effort should be towards developing courses at the Master's level and the Ph.D. level rather than at the undergraduate level. That was because such comparative study requires knowledge and skills from the social sciences like sociology, social psychology and cultural anthropology, knowledge of the basic concepts of philosophy, and competence in classical languages. Since most of those could be acquired on at the B.A. level, a modern course in comparative religion was very difficult to be below the Master's level.

The seminar recommended that departments of comparative religion be started only at a few selected universities in the first instance, in particular at universities with strong departments of social sciences, philosophy, and classical languages. Some provision should be made for training personnel belonging to different basic disciplines like philosophy, history, pyschology, sociology, and classical languages in the methodology of comparative religion at advanced centres abroad.

Correspondence Course in Hindi

A new two-year correspondence course for teaching Hindi to non-Hindi speaking people both in India and abroad will be started by the Central Hindi Directorate, New Delhi, from January 1, 1968. The medium of instruction for the present will be English.

To begin with, this will be an elementary course. Later, a two-year advance course will also be introduced. Any person of 15 years or above will be eligible to join the course. A nominal fee of Rs. 15 ($10 in the case of students abroad) will be charged.

PLEA FOR ASIAN CULTURAL CENTRE

Problems of modernization of Asian national languages was discussed at the second Malaysian Conference of Orientalists which has concluded recently in Kula Lumpur.

The Conference urged the UNESCO to establish an Asian cultural centre for closer exchange and cooperation between developing languages and literatures of various Asian countries. It also recommended to the UNESCO to form a book bank of Asian writers on modern subjects and to arrange for their Asian language versions being adopted as text-books in Asian countries to institute prizes for authors of standard works on science and technology and other modern subjects with a view to encouraging and promoting literature in respective fields in Asia.

The Conference suggested the publication of encyclopaedia of Asian thinkers and philosophers to present a comparative view of Asian and Western thought. The UNESCO has been urged to publish mutlilingual dictionaries of Asian terminologies in Roman script.

Resolutions on these recommendations moved by the Indian delegate, Dr. Gopal Sharma of the Central Hindi Directorate, Ministry of Education, were unanimously adopted by the conference.

All-India Educational Meet

Dr. Triguna Sen, Union Minister of Education, will preside over the 42nd session of the All-India Educational Conference to be held at Madras from December 27 to 30 next.

Organised by the All-India Federation of Educational Association, the conference will consider the recommendations of the Education Commission.

Over 2,000 teachers belonging to all grades, from primary to post-graduate, and from all over the country are expected to participate.

Patna Varsity to Celebrate Golden Jubilee

The Patna University has drawn up a nine-point programme on the occasion of its golden jubilee celebrations this year. The university came into existence on October 1, 1917. The exact date of celebrations is yet to be finalised.

The programme includes : construction of a jubilee hall-cum-auditorium for the university, establishment of departments of bio-physics and biochemistry establishment of an institution of basic medical sciences and another for research in radioisotopes establishment of an electronics centre and a chair for the study of international relations establishment of a publication funds for research work and publication of a souvenir volume containing among others, a survey of the performance of students and teachers particularly research contribution by the latter.

UGC Aid

The University Grants Commission has offered a Rs-10 lakh assistance and a 16-man committee headed by Mr. Karpuri Thakur, Deputy Chief Minister and Education Minister of Bihar, has been constituted to raise funds.

Dr. Biman Behari Mazumdar, UGC Professor, and Dr. Jagdish Chandra Jha, reader in history, Patna University, have been entrusted with the drawing up of plans and collecting materials for the souvenir volume.

Relief Work

The students have done commendable work during and after flood devastation in the State capital. They rendered valuable services in rescuing and evacuating marooned people from the flooded colonies.

The importance of medical relief is only realised after floods. It is fortunate that students and teachers of the Patna Medical College started relief work from the October 1. They have vaccinated over 13,078 men, women and children.

Campus News

Osmania University: It organised Gandhi Centenary Preparatory celebrations in the first week of October at the Institute of Human Study.

Dr. Zotov, Professor of Philosophy and Sociology at the Ashkabad University, Turkmen Republic, delivered a number of lectures at the Department of Philosophy and Sociology. Besides, former senior member of I.C.S., Mr. S. S. Khera, Chairman of the Executive Committee of the Institute of Public Enterprise and honorary visiting professor of Osmania University, delivered three lecturers under the auspices of the university.

Allahabad : A meeting of the students, teachers and authorities of Allahabad University strongly pleaded to settle all university problems "in a spirit of real co-operation."

The meeting was arranged by the president of the university students' union and was participated, among others, by the Vice-Chancellor of the University, Mr. R. K. Nehru.

A resolution adopted at the meeting pointed out that these problems had affected "adversely" the reputation of the university, which is considered one of the most important and biggest universities in the country.

Mr. Nehru highly commended the manner in which the union was trying to solve the problems which were thwarting the university's progesss. He fully sympathised with the students who had to suffer due to these problems. He also announced that the university would set aside Rs. 5 lakhs during the Fourth Plan for the students' welfare. He said he would try his best to make this amount available to the university as soon as possible so that it might be adequately utilised for the benefit of students.

Jammu & Kashmir : Addressing a meeting of the university students, Mr. P. B. Gajendragadkar, Vice-Chancellor of Bombay University, said that the universities had to play a vital role to educate and train future citizens enabling them to face the complicated problem of life confidently through a rational and scientific approach.

He felt the future of our democracy was being moulded in colleges and universities and it was the duty of the universities to inculcate among students a sense of devotion to duty that would facilitate the way of democracy for building up a new social order.

Education, Mr. Gajendragadkar said, must be a catalyst of change—a change for betterment in the socio-economic field—and the universities. If they were to discharge their functions effectively, they must strive to bring this about. He wanted that university teachers "should be in continuous dialogue with students so as to know their problems better and create among them a sense of tolerance and confidence, because in the absence of such contact encouragement was given to disbelief and disagreement."

(More campus news on page 8)



Mr. V.V. Giri, Vice-President of India and Chancellor of Panjab University, recently inaugurated a seminar on "Trade Unions and Politics in India" at Chandigarh which was organised by the Commerce and Business Management Department in collaboration with the Shri Ram Centre for Industrial Relations. Also seen in the picture are the Vice-Chancellor, Mr. Suraj Bhan, and Mr. Bharat Ram.

Mysore : The University has approved of a proposal to run a 15-day "intensive course" in English at the Maharaja's College in Mysore.

The proposal involves briefing the staff for five days from November 15 by Prof. Nuttall of the British Council.

The course for the PUC students will start from November 16, hold special classes in their subjects as they would not be having PUC students for these two weeks in November.

At the end of the course, Prof. Nuttall will give certain tests to assess its usefulness.

The University Syndicate has approved the course as an experimental measure this year because similar courses held in colleges in Bangalore proved to be quite useful.

Vallabh Vadyanagar: A research book, "Making of the Leader: Sardar", has been published by the university.

Written by Dr. Arya Ramachandra G. Tiwari, head of the postgraduate department of history at the university, this work is a detailed research on Sardar Patel's public career.

The Union Education Minister, Dr. Triguna Sen, was presented with the first copy of this book recently.

Bangalore : The Academic Council of Bangalore University has decided to reduce the N.C.C. training course from three years to two years in accordance with the suggestion of the Union Government.

According to the Vice-Chancellor, Prof. V. K. Gokak, the Council has decided to reduce the training period pending the Union Government's decision on the National Social Service Scheme.

During 1967-68, the two-year training would begin from pre-university Course. Thereafter, the NCC training would cover the first two years of B.A., B.Sc., B.A. (Hons), B.Sc. (Hons), B.E., and B.Ph. degree courses. In regard to M.B.B.S., dentistry and textile degree courses, the training would begin from the pre-professional course and end with the first year of the respective courses.

The Council also considered at length the position of lecturers who had passed their M.A. examination in third clsas. It was decided not to disturb those who had been appointed as lecturers before Bangalore University was started.

In regard to those who joined after the university was started and who had put in three years of continuous service as tutors and demonstrators, Prof. Gokak said that their promotion as lecturers would be considered by a committee. The current thinking was that these tutors and demonstrators in various constituent colleges could submit a dissertation on a subject of their choice. If that was acceptable to the committee, they might be promoted as lecturers. This position arose because according to the revised rules, there were only first and second class M.A.s

Panjab : An Indian Geological Association has been founded with its headquarters at Chandigrah, according to Dr. I. C. Pande, head of the geology department, Panjab University. Steps have been taken for its registration.

The association aims at the promotion and development of research in various branches of geology.

Dr. Pande has also said that the centre of advanced study in Geology at Panjab University was conducting a spceial research on Himalayan geology under a scheme sanctioned by the Union Government in 1963. The only other such centre in country is at Suagar University.

The Department has arranged for an exchange programme of research scholars in collaboration with the British Council.

Punjab Agricultural University: The Academic Council of the university has decided to debar such candidates in service from the award of fellowships who are granted study leave on full pay. This decision will be effective from the first trimester of the current academic year.

Nagpur : The Hanuman Vyayam Prasarak Mandal, Amra-

(*Contd. on page* 12)

Standardization of Geographical Names

The United Nations Conference on the Standardization of Geographical Names concluded a three-week session at Geneva in September with a recommendation that a second conference on the subject be convened not later than the last quarter of 1970.

The conference, which brought together map-makers, linguistic scholars and other experts from 59 countries, also recommended the creation of a permanent United Nations commission of experts on geographical names to ensure that the momentum of international co-operation achieved in this field would be continued.

The conference met in Geneva from September 4-22 and its recommendations will now go forward to the United Nations Economic and Social Council.

Summing up the work of the conference, the Chairman, Dr. Meredith F. Burril (United States), said it had marked the beginning of international work in this field, and that though the problems could be expected to increase in complexity and size, the wealth of talent and experience which had been brought to bear on this first conference augured well for the future.

Permanent UN Commission

Because the lack of standardized names had caused difficulty in the work of map-makers, statisticians, censustakers and others, and often resulted in confusion in the interpretation of legal and administrative documents dealing with such matters as boundaries or areas of jurisdication, the conference believed it necessary to recommend the establishment of a permanent commission in this field.

Composition of Commission

The commission, which would consist of a body of experts on geographical name standardization and a secretariat, would provide for continuous co-ordination and liaison among nations to further the standardization of names and to encourage the formation and work of regional groups. The commission, it was recommended, should meet annually, beginning in 1968, and the Secretary-General was requested to ensure that the United Nations continued as a central agency to follow-up the "clearing house functions" for geographical names by collection of information and data on technical procedures and techniques used by countries in the transliteration and transcription of geographical names and disseminating this information to member States.

Graphic Data

In a separate resolution relating to the lack of standardization of names of maritime and undersea features, considered important for the safety of navigation and for facilitating the exchange of scientific oceanographic data, the conference recommended that the permanent commission establish means for United Nations collection, approval and distribution of both a list of agreed terms and definitions for nomenclature of maritime and undersea features and an initial list of recommended geographical names for such features, and to develop procedures for international standardization for naming new undersea features as they are discovered, defined and identified in future.

Moscow College for Writers

There is a unique college known as the Writers' College" in Moscow wherein students from all walks of life undergo special training in the art of writing. The college is situated in a house in which the great Russian writer, Alexander Hertzen, was born in 1812—the house which later became a haven for writers of Moscow.

There is nothing surprising in the fact that a new life began to see the within the walls of this famous "House of Hertzen" in 1933.

Noting Maxim Gorky's contribution to the training of new writers from among workers and peasants, the decree signed by President Mikhail Kalinin of the Soviet Union read : 1. to found in Moscow a literary institute named after Maxim Gorky; 2. to organise an institute : (a) as a literary educational centre which would give writers from among workers and peasants an opportunity to improve their qualifications, receive all-round development and critically absorb the literary heritage of the past; (b) as a laboratory for the study of the fiction of the people of the USSR.

Seminar

That is history. The first seminars in the college for writers were conducted by such eminent literary figures as B. Lugovskoy, M. Svetlov and K. Paustovsky. The talents of the matriculants are determined by a competition, which are very rigid. Thus, of 2,000 papers submitted for the contest in 1967, only 100 were accepted. This guarantees that the matriculants are really talented people.

Men and women of 40 nations attend this college. On leaving it, they enrich the multinational Soviet literature with their writings, as has been done by such well-known writers as

(*Continued on page 14*)

25 Medical Colleges in Fourth Plan

Twenty-five new medical colleges, including five regional medical institutes, are proposed to be set-up in the country during the remaining period of the Fourth Five-Year plan. This is in pursuance to Health Ministry's proposal to provide adequate medical facilities to the people.

The Health Survey and Planning Committee has suggested that there should be at least one medical college for five million population. To make available facilities for medical education, however, the Health Ministry is not sure if this target would be achieved duing the current plan period due to shortage of funds and trained personnel.

There are 90 medical colleges all over the country. Maharashtra has the largest number, 10; while Madras and Mysore nine each and Andhra Pradesh eight. The committee in its report has come to the conclusion that unless arrangements are made for medical education, Bihar, U.P., M.P., Orissa and West Bengal would be short of doctors. On the basis of population growth, Bihar should have 11 medical colleges, U.P. 18, Madhya Pradesh eight, Orissa four, West Bengal nine. These States, respectively, have four, seven, six, three and five medical colleges at present

The working group of State health plans has suggested that one medical college each for Assam, Bihar, M.P., Haryana, Maharashtra, Orissa and two each for U.P., and West Bengal. The Health Ministry plans to establish three more institutes of post-graduate medical education and research in different parts of the country during the current plan to meet the demand for teachers, specialists and research workers.

The Ministry also has a scheme to set up 150 medical departments, medical and dental colleges with Central financial assistance of 75 per cent non-recurring and 50 per cent recurring expenditure.

The Health Ministry is also considering to set up regional institutes for post-graduate medical training in specialised subjects like cardiolgy, neuro-surgery, plastic surgery and chest diseases.

The Health Survey and Planning Committee has recommended expansion of post-graduate facilities to make India self-sufficient in the training of specialists, teachers and research workers.

Its main recommendation was for the establishment of regional post-graduate centres at Madras, Bombay, Calcutta, Hyderabad, Chandigarh, Lucknow and one for each Stae ultimately in addition to the facilities in the medical colleges.

Medical College for South Indians in Delhi

A medical college would be started in Delhi mainly for students who cannot claim "nativity" from Delhi, according to the Union Health Minister, Dr. S. Chandrasekhar.

Such students who hail from parts of the country, including the South, were now finding it difficult to get admission into the medical colleges in Delhi.

The new college would start functioning from next academic year.

More Colleges in Villages

The Punjab Government has decided to establish new colleges in rural areas in a bid to provide educational facilities to villagers.

The Government has already established 270 new schools in villages.

1,700 Indian Students in UK Varsities

There were over 1,700 Indian students studying various courses in different British universities in the beginning of the 1966-67 academic session.

At the post-graduate level, 1,142 and at the undergraduate level 568 Indian students were pursuing their studies.

The majority of the students at the British universities are pursuing courses in medicine, education, economics and chemistry.

AGRICULTURE COLLEGE IN MIRZAPUR

A college to train teachers in agriculture, simple mechanical maintenance, child care and primary teaching is to be built-up at Mirzapur, U.P., by the organisation, "War on Want" as a memorial to its founder, Sir Victor Gollancz.

An advertising campaign has been launched by the "War on Want" movement to raise $42,700 (Rs. 8.96 lakhs) for this project. The college will be a tribute to "a great campaigner" and it is expected that the building would be ready in nine months.

(*Continued from page 13*)

K. Simonov, V. Tendryakov, C. Aitmatov, Y. Yevtushenoko, V. Rozov, V. Soloukhin, Y. Drunian and others.

Serious studies begin from the very first year of the five-year course. Included in the curriculum are the theory and history of literature, language, poetry and the social sciences, philosophy and political economy.

Lectures are given also in music, painting and histrionics. Extensive work is done by seminars. The chair of authorship alone disposes of 48 different "creative shops", where the budding literateurs can obtain advice, criticism, support and experience.

Readers' Forum

Will you please let me know the difference between "University" and a "College" in India?

—Miss Robinson, Essex, U.K.

Universities are created by Acts of the State Legislature (a few by Acts of Parliament also) and this charter empowers them to grant degrees. In the initial st ges of the University education in India, they were merely examining bodies; but, now in almost all of them, teaching and research are undertaken.

A College, on the other hand, may be set-up either by the Government or by a private benefaction. These colleges, however, cannot grant degrees but if they are affiliated to a university, and their students take the examinations conducted by the university, they can do so.

In which class can I get admission in India after passing the 12-Year School Certificate examination in the USA?

—Sham Lal, Rohtak.

The Inter-University Board has recommended to the universities to admit such candidates to the 3-year degree course provided the subjects studied in America were of such a nature as to include the core subjects prescribed for the pre-university course in India.

I shall be highly obliged if you kindly give me a list of institutions having courses in educational administration?

—Ved Prakash, Bombay

Baroda and Nagpur universities have a post-B.Ed. diploma course in educational administration. Twenty-two other universites have educational administration as one of the subjects in their courses for B.Ed., M.Ed., B.T., T.D., or Diploma in Education. These are: Bombay, Delhi, Gorakhpur, Gujarat, Jabalpur, Karnatak, Kerala, Lucknow, Madras, Mysore, Osmania, Panjab, Patna, Poona, Rajasthan, Sardar Patel, Saugar, Shivaji, S. N. D. T. Women's, Sri Venkateswara, Utkal, and Vikram.

Can you let me know which of the universities in the United States have introduced courses in Hindi teaching?

—Ram Parkash, Hyderabad

Some of the U. S. universities where Hindi and a few other Indian languages are taught are: Columbia, Texas. Wisconsin, Michigan, Pennsylvania, New York, and California (Berkley).

Can you tell me which universities in India provide facilities for part-time study of engineering?

—Bharat Bhushan, Allahabad

The universities of Delhi, Indore, and Jadavpur have facilities for part-time study of engineering at the bachelor's level.

Besides, condensed degree courses in engineering for those already possessing a B.Sc. degree are available in several universities including Osmania, Kerala, and Sri Venkateswara.

I request you to be kind enough to let me know whether any university in India has correspondence courses for the B.Ed. degree.

—A. C. Nair, Palghat

The University of Rajasthan has started the B. Ed. Summer School-cum-Correspondence course for those teachers who have graduated in or before 1960 and possess at least five years teaching experience after graduation. The facilities are provided at the Regional College of Education, Ajmer, affiliated to the University of Rajasthan. The Course of study extend, over 14 months and the examination is conducted by the university.

The Central Institute of Education, 33, Chatra Marg, Delhi, has also a Correspondence Course leading to the B.Ed. degree of Delhi University which is open to candidates who are employed as teachers in schools.

Diploma Course in Health Statistics

The first batch of four students has completed a university diploma course in health statistics at the All-India Institute of Hygiene and Public Health, Calcutta. Such a course has been introduced in India for the first time and it is open for graduates in mathematics, statistics and medicine.

The course includes theoretical and practical teaching in statistics, basic science of public health and application of modern statistical methods to public health. The one-year course is followed by field training in urban and rural areas for three months.

NO NEW COLLEGE IN KERALA

The Kerala Government has expressed its inability to start any fresh college in the State because of financial stringency.

A government note says that representations were being received for starting new arts and science colleges and that some organisations had even offered to donate lands and buildings and to meet a portion of the expenditure. The note said that even if these offers were accepted, the Government would have to incur heavy expenditure on the buildings, furniture, laboratory, library and staff.

Farm Education in Nagaland

Teaching of the agricultural science would be made compulsory in schools in Nagaland from the next year.

This decision has been taken to give a rural orientation to education since agriculture formed the mainstay of Nagaland's economy.

ALI YAVAR JUNG NEW ENVOY TO U.S.

By Our Special Corrrespondent



With the appointment of Nawab Ali Yavar Jung, Vice-Chancellor of Aligarh Muslim University, as India's Ambassador to Washington, the universities have made a distinguished contribution to the country's diplomatic services.

Nawab Ali Yavar Jung who took over as Vice-Chancellor of Aligarh Muslim University on March 1, 1965, has brought several reforms in the educational set-up and administration of Aligarh Muslim University since then. During his regime as Vice-Chancellor. the university made rapid strides in several branches of learning.

Nawab Jung was born on February 16, 1905, and educated at Nizam College, Hyderabad, and Queen's College, Oxford, has a commendable record of serving the country in several capacities. He was India's delegate to the United Nation in 1946, 1950, 1952 and 1953 and Deputy Chairman of the Indian delegation to the United Nations of Indian delegation 1954 to 1957 and 1960 sessions. He was Vice-Chancellor of Osmania University in 1945-46 and again from 1948-52. Padma Bhushan was conferred on him in 1959.

A reputed and able diplomat, Nawab Jung has served as India's Ambassador in Argentina, Chile, Lebanon, Libya, Yugoslavia, Greece, Bulgaria and France.

His taking over of our Washington Embassy from Mr. B. K. Nehru will be a monumental achievement by a serving educationist.

ESSAY CONTEST ON COOPERATION

The Committee for Co-operative Training of the National Cooperative Union of India will organise an essay debating competition during the academic year 1967-68. The essays and inter-college debating competitions will have to be completed by November 30 and the Committee informed by December 15.

Three judges, prominent teachers of economics, commerce and cooperation, will adjudge the best entries. Three prizes of the value of Rs. 100, Rs. 75 and Rs. 50 would be awarded to the participant students categories as first, second and third.

The following is the list of topics for essay and debating competitions :

Essay Competition

1. Cooperation is an economic organisation with social content.
2. Why cooperative movement is losing attraction in India, which is wedded to democracy and socialism.
3. An integrated leadership would make for a uniform strengthening of the cooperperative movement in India.
4. Cooperation as an agency for India's planned development.

Debating Competitions

1. Cooperation is the only way for the nation to tide over its economic difficulties.
2. Cooperative Super-Bazar is a *must* for consumer's protection.
3. Managerial efficiency rather than cooperative spirit can lead the movement to success.

Reddi Elected AISC Member

Dr. D. S. Reddi, Chairman of the Inter-University Board of India and Ceylon, has been nominated a member of the All-India Sports Council recently.

Dr. Reddi, Vice-Chancellor of Osmania University, is the President of the Inter-University Board of India and Ceylon and the Inter-University Sports Board for the current term.

Dr. Reddi is a moving spirit behind the youth activities and his inclusion in the AISC would contribute a lot towards the encouragement of sports in the universities by the Sports Council.

43rd Annual Meeeting of IUB

The 43rd Annual meeting of the Inter-University Board of India and Ceylon will be held at Jaipur at the invitation of the Vice-Chancellor of the University of Rajasthan on February 10 and 11, 1968.

The meeting will be attended by the vice-chancellors of members-universities and representatives of the University Grants Commission and the Government of India.

Book Review

Student Health Services in Great Britain and North Ireland By Alex Mair, Professor, Department of Social and Occupational Medicine, The University, Dundee, Scotland, Published by Pergamon Press Ltd., 1967, pp. 236; 42s

A distinguished Scottish physician and educator, Alex Mair, is author of one of the most readable summaries of questionnaires in contemporary educational literature. Although based on studies of 22 British universities made in 1961, this book should be of great practical service to anyone in any country who is involved in the development and administration of college or university health services. The ease and clarity of style and the compelling unifying educational philosophy should win the attention of many others involved in student services, beyond the professional programmes in health and physical education.

From Belfast and Aberdeen to Oxford and Cambridge, to London, Exeter, and Sussex, the 1961 study included 23 universities. Six of these, representing nearly 23,000 students, or one third of the total population of the provincial universities, were without health services. The remaining 16 are described in concise but lively terms. Charts and statistics are subordinated to interpretation; excellent topical headings, index and appendices make selective reading possible.

Some readers will find especially interesting the analysis of organizational relationships between the local university health services and the national health service since 1948. Others may enjoy the discreet comparisons between rival universities. Why has Cambridge developed excellent services and Oxford chosen to remain decentralized, and apparently aloof from student health needs? Progress in health programmes since 1961 has been made in a number of the provincial universities, but no solutions seem to have been found for the complexities of structure at the University of London with its 33 self-governing schools and ten institutes directly under its control. A concluding lament is expressed by Dr. Mair after his comparisons of the questionnaire report: : "The existing health services in universities present a sad picture of academic and professional isolation."

This lament is not left without constructive proposals under the title in Part IV, "What Should a Student Health Service Provide?" The essential prescription is itemized under only 11 headings, each of which carries its own justification. The prescription is unified and illuminated by the courageous educational philosophy which permeates this book. Among other are these challenges to the academic faculties :

"The University health officer should be, *ispo facto*, a member of the Senatus Academicus, or equivalent academic body, so that he knows what his academic colleagues expect of him, and more important, that they know of the important contributions he can make to the education and health of the student, indeed to the wholeness of the graduate." (p. 188) "No student should be asked by senate to leave the university for reasons of academic failure until a most searching assessment of his physical, mental, spiritual, and social well-being has been made." (p 187) These are not subjective, sentimental pleas.

Dr. Mair defends standards and accepts realistically the inevitable "stresses which affect academic performance" and the increase in academic failures which will accompany the raising of standards. But "the cost of university education is such that Britain (and may we substitute, India?) cannot afford wastage of human intellect, particularly if the precipitant factors are social and psychological in origin and could have been prevented by an appropriate health service."

—Evelyn Gardener

Classified Advertisements

SHIVAJI UNIVERSITY

Kolhapur

(Maharashtra State)

Applications are invited for the following posts in the Postgraduate Departments of the University:-

1. **Chemistry** : 2 Lecturers (1 Organic 1, Inorganic/ Physical)
2. **Mathematics**: 1 Lecturer (Functional Analysis).
3. **Botany**: 1 Lecturer.
4. **Zoology**: 1 Lecturer (Cytology/Physiology/Biochemistry)
5. **English**: 2 Lecturers.
6. **Economics**: 1 Lecturer.
7. **History**: 2 Lecturers. (1 Specialized in Indian History, 1 for teaching Asian, British, European, American and African History).

Scale Rs. 400—30—640—EB-**40-800**

Details of qualifications etc., along with prescribed form of application can be had from the University office.

Applications should reach the Acting Registrar, Shivaji University, Vidyanagar, Kolhapur-4 by *10th December*, 67.

U. ITHAPE
Ag. *Registrar.*

UNIVERSITY OF MYSORE

Mysore Visvavidyanilaya Karya Soudha, (Crawford Hall), Mysore

dated the 26th October, 1967
No. A3-368/67-68.

Notifications

Applications are invited from duly qualified candidates of Indian Nationality for the post of University Librarian in grade Rs. 1,000—50—1,500. The applications (in six sets) should be sent in the prescribed form, which can be had from the University Office on payment of the applition fee of Rupees five. The application fee of Rupes five may be paid in cash at the University Office or by money order or by postal Order payable to the Registrar, University of Mysore, Mysore, or by credit to the "Mysore University Funds" in any Mysore Government Treasury or State Bank of Mysore. The application should reach this

office on or before 30*th Novemeber*, 1967.

Applicants already in service have to send their applications through their official superiors, one week grace time being allowed over the last date fixed to receive the applications.

Qualifications required for the post:

1. **General and Academic:** Post-graduate Degree—First or Second Class.
2. **Technical** Master's Degree in Library Science and Five Years—experience in a library of a University or a Research Institution of the status of National Laboratories. Knowledge of Modern European languages.

Probation:

Person appointed will be on probation for a period of two years.

Service Conditions :

The post is non-pensionable but the person appointed shall have the benefit of Provident Fund.

Contract :

The selected candidate shall be appointed under a written contract in the prescribed form. The contract shall be executed on or before the date on which he joins duty.

If required, candidates should be prepared to appear for interview at their own cost at Mysore.

By Order, Registrar

BIRLA INSTITUTE OF TECHNOLOGY & SCIENCE, PILANI

Advertisement

No. 1/1967-68

Dated 5th October, 1967.

Applications accompanied by a fee (non-refundable) through a crossed postal order of Rs. 7.50 payable to the Registrar, B.I.T.S. at Pilani P.O. are invited for the following posts. Those who had applied for the posts in response to previous advrtisements need not apply again.

I. Professors in (a) Mechanical Engineering (2) and (b) Civil Engineering (2) in the grade of Rs. 1100—50—1300—60—1600.

II. Asstt. Professors in (a) Mechanical Engineering (2), (b) Electrical Engineering (5) (c) Electronics (2), (d) Chemical Engineering (2), (e) Physics (1) and (f) Chemistry (1),
in the grade of Rs. 700—50—1250.

Qualifications :

Candidate should have a high academic record with a post-graduate degree in the concerned branch or subject, preferably Ph.D., with at least 7 years teaching and Research or industrial experience for Professors and at least 5 years experience for Assistant Professors.

Specialisation Preferred :

I (a) Machine Design/Production Engineering; I (b) Pre-stressed Concrete/Shell Structures/Fluid Mechanics; II(a) Material Science/Hydraulic and Pneumatic Controls/Instrumentation/Combustion/Fluid Mechanics. II(b) Computer Sciences/Power Systems/Control Systems/Electrical Machines/Instrumentation/Material Science/Industrial Electronics; II(c) Automatic Control Engineering/Electronic Devices/Microwaves; II(d) Thermodynamics or Heat Transfer/Equipment Design and fabrication; II(e) Theoretical Nuclear Physics/Solid State Physics; II(f) Analytical Chemistry.

Posts are permanent and carry D.A. as per rules. Candidates appointed will be on probation for at least one year, and will be entitled to the benefits of Provident Fund on confirmation.

Higher starting salary in the grade may be given in the case of candidates of exceptional qualifications and experience. Selected candidates called for interview will be paid travelling allowance as per rules.

Applications should give full particulars of age, qualifications, experience, salary drawn, names of referees under whom they have worked and copies of testimonials. Applications of candidates in service should be sent through proper channel. All applications should be addressed to the Registrar, Birla Institute of Technology & Science, Pilani, so as to reach by the 15*th November* 1967.

(K. P. Govil)
Registrar

UNIVERSITY OF KERALA

No. PL. B4/2071/63.

Notification

Applications are invited from qualified candidates for appointment to a temporary post of Lecturer in the Department of Geology at Trivandrum. The appointment will be on probation for one year in the first instance and will be governed by Section 34 of the Kerala University Act of 1957 and the Status thereunder.

Scale of pay : Rs. 400—30—640—40—800 (Dearness allowance attached)

Qualifications :

(a) **Essential:** A First or Second Class Master's Degree in Pure Geology of an Indian University or an equivalent qualification of a foreign University in the subject.

(b) **Desirable:** Teaching and research experience.

Age: Preferably between 25 and 35.

Copies of the application forms can be had from the University Office on payment of Rs. 3/- (Rupees three) in cash at the Office Counter or by crossed postal order or by Money Order payable to the Registrar.

Applications together with a chalan receipt or crossed postal order for Rs. 10/- (Rupees ten) should reach the Registrar on or before 25*th November* 1967.

Applications should if required, appear for on interview at Trivandrum, at their own expense.

Canvassing of any kind will disqualify the candidates.

Trivandrum,
18th October, 1967

A. M. N. Chakiar
Registrar.

SAMBALPUR UNIVERSITY SAMBALPUR

Advertisement

Dated the 14th October, 1967.

1. Applications in the prescribed form in triplicate with attested copies of marks sheets and certificates of each of the examinations passed are invited for the post of Registrar for the Sambalpur University.

The candidates wishing to apply for the post are required to send an application for the necessary application forms. The application should be accompanied by a self-addressed envelope (9″ x 4″ in size) and a crossed postal order for Rs. 7.50 paise payable to the *Finance Officer, Sambalpur University, Sambalpur*. Copies of the application form can also be obtained in person from the University Office on payment of Rs. 7.50 paise in cash.

Qualifications :

The Registrar shall have (*i*) At least a Second Class Master's Degree and(*ii*) Ten years' experience in teaching in a College or in educational administration preferably University Administration.

The aforesaid qualification may be relaxed if a candidate is otherwise well qualified.

Scale of pay :

The scale of pay of the Registrar shall be Rs. 800—50—1250. Revision of the scale of pay is under consideration. A higher initial pay may be given to a selected candidate, if necessary.

Dearness Allowance ;

As admissible to Sambalpur University employees from time to time.

The Registrar shall be entitled to the usual benefits of the Contributory Provident Fund of the University, if and when such a fund is established.

Government servants having at least 10 years' experience in a responsible position in a University and/or an educational institution of a College level may also apply and, if selected, they will be given, in addition to their grade pay, a deputation allowance of 20% of grade pay subject to a maximum of Rs. 200/- per month. If he is enjoying the benefits of pension scheme under the Government, his leave salary and pension contribution will be borne by the University during the period of deputation.

The last date for receipt of the applications is the 20*th November*, 1967.

The candidates will be required to appear for an interview at their own expense before a Selection Committee. Intimation will be sent to the candidates by Registered Post in due course.

The selected candidate is expected to join the post within fifteen days from the date of issue of the letter of appointment, failing which his appointment is likely to be cancelled.

Sambalpur University,
Dhanupali, Sambalpur.
The 14th October, 1967.

(B. Misra)
Registrar

SAMBALPUR UNIVERSITY SAMBALPUR

Advertisement

Dated the 14th October 1967.

Applications in the prescribed form in triplicate with attested copies of mark sheets and certificates of each of the examinations passed are invited for the post of Assistant Registrar for the Sambalpur University.

The cadidates wishing to apply for the post are required to send an application for the necessary application forms. The application should be accompanied by a self-addressed envelope (9" x 4" in size) and a crossed postal order for Rs. 7.50 paise payable to the *Finance Officer, Sambalpur University, Sambalpur*. Copies of the application form can also be obtained in person from the University Office on payment of Rs. 7.50 paise in cash.

Qualifications:

The Assistant Registrar shall have (*i*) At least a Second Class Master's Degree and (*ii*) Two years' experience in teaching or administration.

The aforesaid qualifications may be relaxed if a candidate is otherwise well qualified.

Scale of pay:

The scale of pay of the Assistant Registrar shall be Rs. 260—15—320—20—400—EB—30—520—EB—40—680—50—780. Revision of the scale of pay is under consideration. A higher initial pay may be given to a selected candidate, if necessary.

Dearness Allowances :

As admissible to Sambalpur University employees from time to time.

The Assistant Registrar shall be entitled to the usual benefits of the Contributory Provident Fund of the University, if and when such a fund is established.

The last date for receipt of the applications is the 20*th November*, 1967.

The candidate will be required to appear for an interview at their own expense before a Selection Committee. Intimation will be sent to the candidates by Registered Post in due course.

The selected candidate is expected to join the post within fifteen days from the date of issue of the letter of appointment, failing which his appointment is likely to be cancelled.

Smabalpur University,
Dhanupali, Sambalpur,
The 14th October, 1967

B. Misra
Registrar

UNIVERSITY OF UDAIPUR

Advertisement No. 8/67 dated the 28th October, '67.

Applications are invited for the following posts in the University. Qualifications can be relaxed and higher start be allowed for outstanding experience and achievement. Benefits of Provident Fund, Leave etc. would be according to the University rules. Application form can be obtained from the undersigned on payment of Re 1/- through crossed postal order, drawn in the name of Comptroller, University of Udaipur. A self addressed envelope 23cm x 10cm s should invariably be sent along with the postal order for despatch of prescribed application form. Application on prescribed form must reach the undersinged by November 30, '67.

I. College of Agriculture, Udaipur/Jobner

(a) Professor of Agronomy (Permanent post) Grade : Rs. 1000—50—1500 plus usual Dearness Allowance.

Qualifications :

(1) At least a good second class B.Sc. (Ag) or equivalent diploma with good second class M.Sc. or M.Sc. (Ag.) in the subject from a recognized Institution. (2) A research degree of Doctorate standard with published research work of a high standard in the subject. (3) At least 10 years experience of teaching degree and post-graduate classes and/or research as evidenced by published work of merit in the subject.

(b) Reader in Dairy Science (Permanent post)

Grade : Rs. 700—40—1100 plus usual Dearness Allowance.

Qualifications :

(1) At least a good second class B.Sc. (Ag.) with good second class M.Sc. or M.Sc. (Ag.) in the subject from a recognised Institution. (2) Either a research degree of Doctorate standard or published work of an equivalent standards. (3) At least five year experience of degree and post-graduate teaching and/or research in the subject as evidenced by published work of merit.

Lecturer in—(*i*) Ag. Engineering (leave vacancy) (*ii*) Entomology (leave vacancy)

Grade : Rs. 400—30—640—EB—40—800 plus usual Dearness Allowance.

Qualifications :

At least a good second class B.Sc. (Ag.) with first class M.Sc. or M.Sc. (Ag.) in the subject or in any or its branches or with a good second class Master's degree with at lest three years degree classes teaching experience in a college of Agriculture and/or research or Ph.D. in the subject.

Desirable for (*i*) Specialized in Soil Science. (*ii*) Teaching or research experience in Economic Entomology.

II. School of Basic Sciences and Humanities.

Lecturer in—(*i*) Chemistry (leave vacancy) (*ii*) English (leave vacancy)

Grade : Rs. 400—30—640—EB 40—800 plus usual Dearness Allowance.

Qualifications :

At least a good second class Bachelor's degree followed by a first Master's degree in the subject , or a good second class Master's degree with at least three years teaching and/or research experience or Ph.D. in the subject.

III. Agricultural Experiment Station, Udaipur.

Asstt. Research Officer in "Importance of enterococci and coliform bacteria in dairy and food products" under P.L. 480 Research Scheme (temporary post for 3 yrs). Grade : Rs. 400—30—640—EB—40—800 plus usual Dearness Allowance.

Qualifications :

A first or second class Master's degree in Dairy Bacteriology or in Bacteriology with Dairy Bacteriology as one of the subjects.

Desirable : Three years' teaching/research experience in the subject and published work in scientific journals.

Note : The number of vacant posts may be increased or decreased.

Persons selected by the University Selection Committee and appointed on temporary leave vacancies, will be eligible for appointment to permanent vacancies in future, if they occur before the next selection in the subject is made.

R. S. Gupta
Registrar

Regd. No. R.N. 7180/63 Postal Reg. No. D. 1637

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UNIVERSITY NEWS

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LIBRARY

Delhi University Honours Kiesinger



Dr. Kurt Georg Kiesinger, West German Chancellor, receiving degree of Doctor of Laws (Honorary Causa) from Dr. B. N. Ganguli, Vice-Chancellor of Delhi University. Mr. V. V. Giri, Vice-President, who is Chancellor of Delhi University, is in the Centre. *(Report on page 15)*

Nehru Fellowships for Outstanding Research

JAWAHARLAL Nehru Memorial Foundation has decided to offer fellowships for outstanding research in various fields of human endeavour.

The fellowships seek to commemorate Jawaharlal's passion for the enlargement of the frontiers of knowledge and the enrichment of human spirit.

The aim of the fellowship scheme is to support and encourage the processes of higher learning and free intellectual inquiry by providing an opportunity to exceptionally talented persons to devote themselves to creative work.

The amount of the fellowship would be equivalent to one and a half times the emoluments drawn by the fellows subject to a ceiling of Rs. 3,000 a month.

These fellowships will cover not only the entire spectrum of academic disciplines but also categories of people such as writers, journalists, artists, administrators and technologists.

The only criterion for award of fellowship is that the persons should possess proven capacity for outstanding work in their field of endeavour, together with a real desire to pursue a creative project—such as writing a monograph or exploring the possibility of new working techniques, or bringing their own previous experience and training up-to-date.

The scheme will thus facilitate that intellectual capital formation which is vital in building the new India of Jawaharlal Nehru's dream.

The Jawaharlal Nehru fellows will be chosen by a Selection Committee appointed by the Memorial Fund. This committee will make its final choice on the basis of preliminary recommendations received from about 200 major institutions throughout the country-universities, national laboratories and insitutues, and important professional and vocational institutions.

Further particulars are available with: The Jawaharlal Nehru Memorial Fund, Teen Murti House, New Delhi-11.

British Scheme for 1968

The United Kingdom has announced a new scheme of awards for students for developing countries attending institutes in Britain. The proposed programme is to be introduced from the academic year 1968-69.

The awards will cover full fees excluding maintenance, travel and others costs.

The awards will last two years. It is estimated that some 1,000 students a year would qualify which would cost around Rs. 90 lakhs.

Bhabha Fellowships for Two

The Homi Bhabha Fellowships Council has announced the award of Bhaba fellowships to Mr. P. N. Kumaraswamy and Mr. R. N. Master recently.

Mr. Kumaraswamy will avail himself of the fellowship to undertake experimental work at the Massachusetts Institute of Technology for a year.

Mr. Master will study certain aspects of lowcost housing best suited to India at the department of tropical studies of the School of Architects, London.

PERSONAL

Dr. Karl E. Gardner, Dean of the College of Agriculture, University of Illinois, has joined the Jawaharlal Nehru Krishi Vishwavidyalaya Jabalpur as adviser to the Dean of Agriculture for four months.

Professor Fred Hoyle, an eminent British Astronomer, has joined the new institute of theoretical astronomy at Cambridge as its director.

Prof. Samuel Devons, Professor of Physics at Columbia University, New York, will join Andhra University as Royal Society Leverhulme Visiting Professor.

Dr. Jyotiprasad Medhi, Professor of Stastics, Gauhati University, has been invited to work as a visiting professor at the Department of Mathematics by the University of Montreal, Canada.

Mr. K. L. Joshi, former secretary of the University Grants Commission, has been appointed Vice-Chancellor of Indore University.

Dr. Bisheshwar Prasad, former Professor and Head of the Department of History, Delhi University, will deliver the Sita Ram Kohli Memorial lectures at Punjabi University, Patiala.

Prof. S. A. Govindarajan, Head of the Department of Journalism, Osmania University, has been elected President of the indian Association for Educationn in Journalism.

Dr. Basudeva Narayana, former Vice-Chancellor of Patna University and retired Principal of the Prince of Wales Medical College, Patna, died in the Patna Medical College Hospital last month.

UNIVERSITY NEWS

Vol. V No. 12

New Delhi December 1967

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Scientific Research For Economic Growth

ADDRESSING the Roorkee University convocation recently, Prime Minister Indira Gandhi said the scientists and technologists should take more initiative is agricultural engineering, help the country use her resources economically and design new range of articles for use in ordinary homes, schools and offices.

This fairly well outlines the task before our scientists. Perhaps it is true to say that the future of India's economic progress lies in its research laboratories. Over 30 national laboratories and more than 60,000 scientists and technologists are occupied with myriad problems of nation's industrial and technical growth.

As our annual investments in in scientific research have been swelling year after year, it would be reasonable to ask about the utility of such investment to a layman. Our scientific research takes away about 0.5 per cent of the national income every year. Besides, India is one of the few countries of the world which have set up a Ministry of Scientific Research. But it is regrettable to say that major research in our laboratories has not been linked with nation's reconstruction, economic uplift and defence needs. We still find old, out-dated agricultural implements used in our fields, in several industries, too, primitive, obsolete processes still reign supreme and our irrigation system is as old as our independence.

Although, science, as Professor P.M.S. Blackett recently said "is not a magic wand to wave over a poor country to make it a rich one". But a country's industrial progress would not be sustained on borrowed technology. It has to find its own ways to deal with its problems. Japan's economy, for example, has grown three times faster than Britain's. The fact, therefore, is that science can help layman only when it is widely applied for the national resurrection.

Since the total expenditure on the promotion of scientific research exceeds Rs. 59 crores, it is bounden duty of our scientists to assist the nation to climb over tricky problems like food, fighting droughts, manufacture of fertilizers, family planning, housing shortage, and producing cheap and durable necessities of daily life. We can seek foreign collaboration for some time, but ultimately we have to depend on ourselves.

Research in our laboratories needs live-wire direction from the higher level. We have to make sure that the research in our institutes relates to our day-to-day problems. It has been estimated that between 1951 and 1966, over one lakh research papers have been published, but unfortunately only a negligible part of these papers have proved to be of practical utility. Most of the research, as an eminent British scientist has remarked, "to confirms the already available scientific results". This is all futile. In order to make science to tackle our problems, we can depend upon other countries and use their results for our investigations. This is what Japan has done and has achieved dazzling results.

We can do it better if we consistently programme our research and correlate it with our national requirements. At the national level, the CSIR and other organizations should draw up schemes and put these in the overall frame-work of national planning. This will lead to productive utilization of energies of our scientists for the nation's good.

—M.R.D.

Retired Scientists to Be Re-employed

THE Indian Council of Agricultural Research has decided to re-employ emertius agricultural scientists. This will help re-utilise talents and capacities of outstanding scientists in agriculture, namely animal husbandary and allied sciences.

An emeritus scientist who will be appointed for two years will receive an honorarium of Rs. 1,000 a month in addition to his pension and provident fund.

The scheme is on the lines of the one already in operation in the Council of Scientific and Industrial Research. Agricultural scientists are not included under the CSIR scheme.

Retiring directors of Institutes under the control of ICAR and other retiring scientists of comparable scientific experience and attainments in the filed of agricultural science will be considered for appointment as emeritus scientists.

A special committee is to be constituted for making the selection of scientists.

They will work in a field of their own choice and guide research in the national laboratory research institutes with whom they will be attached.

The Council has allocated a sum of Rs. 6 thousands for implementation of the scheme during the Fourth Plan period. It provides for the appointment of four scientists.

Research Project in West Bengal

In order to increase the production of the milch cattle, the Indian Council of Agricultural Research will soon undertake a research project at Haringhatta near Calcutta.

The project which will cost over Rs. 2 crores, will help improve the quality of cattle by evolving one or more new breeds for enhanced milk production.

The project would be executed by the ICAR in collaboration with the Govt. of West Bengal and the UNDP (FAO) and PL 480 in five years.

New Variety of 'Sarson' Evolved

The Indian Agricultural Research Institute by "disruptive selection" method has evolved certain new types of "sarson" plants which are capable of yielding about 2,300 kilogrammes of the local varieties.

The most promising of these are DS-2 and DS-1. These have given an average yield of 2,367 kilos a hectare and 1,152 kg. a hectare, respectively, at the trials conducted at the I.A.R.I. Some of these new strains can be cultivated as pure crops instead of growing them mixed with other crops. Because of their erect habit and lesser number of branches, these varieties requires close spacing of $12'' \times 2''$ against $36'' \times 6''$ for conventional sarson.

These are comparatively short-duration varieties requiring only 140 days against normal 180 days for locals at the same time giving double the yields. Their oil content is also high—47 per cent against 27 per cent of the locals.

Rs-3 Lakh Scheme for Agricultural Research Projects

THE Government of India has approved a scheme for setting up a comprehensive research project for soils, irrigation, agronomy and engineering.

The scheme which has been sponsored by the Indian Agricultural Research Institute would be implemented in cooperation with universities, agricultural institutes and other organisations related to progress of agriculture.

The scheme will cost over Rs. 319 lakhs. This amount will form part of the Fourth Five-Year Plan.

The plan envisages measurement, evaluation and improvement in soil test with crop responses, micronutrient of soils, simple fertiliser trails, research in irrigation on river valley projects areas, nationl demonstration on major food crops and microbiological decomposition of organic matter in Indian soils under different climatic conditions.

Under the scheme of simple fertiliser trials, 75 centres have been planned all over the country. Over Rs. 226 lakhs have been sanctioned for the scheme which aims at obtaining scientific information on the individual aggregate and cumulative effect of a number of growth factors (fertiliser and variety cultural practice) in different soils with emphasis on newly introduced high yielding crop varieties.

The scheme for research in irrigation in river, valley projects areas is aimed at finding out water requirement of crops, to evolve suitable cropping pattern and to study inter-relationship of irrigation to other farm practices and properties of soils.

Three centres are to be opened in different parts of the country under the scheme for which Rs. 21 lakhs have been sanctioned.

Varsities Urged to Have Close Contact with Masses

THAT there should be close contact between the universities and communities is the need of the hour.

In pursuance of this objective, the Union Education Ministry has taken up two schemes to improve the functions of colleges and universities.

Dr. D. S. Kothari, Chairman of University Grants Commission, is of the opinion that extension service for colleges set up in rural area would greatly help to raise their standard. Most of the colleges in remote parts of the country are ill-equipped and do not even know how to improve their equipment.

The Union Education Ministry has, therefore, proposed to send out teams of experts who would advise the colleges how to plan better libraries, improve black-boards, provide better hostel facilities and make the students use better stationery. The main idea would be to bring modern knowledge and research on teaching aids to the college door.

Extension Services

To execute this project the University Grants Commission plans to recruit a team of officers from various universities. Later, this would be converted into a full-fledged extension service.

Another scheme is designed to make the university serve the community around it. This plan will be implemented by making universities serve not only the students but also the non-students. The universities will be asked to organise courses for lay citizens to teach them the rudiments of mechanics. Classes would be held to teach the students on how to repair a fused out electricity connection, to keep the flush system in proper form and repair a fan or radio set.

The science laboratories of the universities have large idle equipment after the regular courses are over. These courses will put the equipment into use.

Hindi Medium in U.P. Varsities From Next Session

GENERAL agreement on adoption of Hindi as medium of instruction and examination up to B.A. level in all subjects has been arrived at among the vice-chancellors of U.P. universities.

The decision would be effecve from the next academic session. The vice-chancellors decided that the necessary books on all subjects up to degree classes be made available to the students in Hindi by July 1969.

A state sub-committee has been formed by the Government to ensure provision of necessary literature and publication of books.

The writers of the books in Hindi would be provided due incentive in form of lump-sum cash award.

The vice-chancellors have recommended a scheme for raising the standard of education in residential universities. It provides for a committee for each university to go into various aspects of deteriorating standards of education and make necessary recommendations in this connection.

The committee will consist of one representative of the State Government, one of the university, one of the University Grants Commission and chairman of the State University Grants Committee.

DOCTORATE IN JAIL

THAT deep devotion to research and true love for scientific investigation can lead to remission of death sentence, and an aggregate of 80 years of rigorous imprisonment has recently been proved by a research worker in the Thana Jail in Maharashtra.

Devram Shripat Narkhede who was sentenced to death on four counts including murder, was released last month by a special order of the Maharashtra Government.

Narkhede, a brilliant science student, secured a B.Sc. degree from Bombay University and went to Melbourne University, Australia, as a Colombo Plan scholar. After his return from Melbourne, he engaged himself in social service in his district.

In 1960, he along with his two brothers was falsely implicated in four murders in Salve village in Jalgaon district and sentenced to 80 years rigorous imprisonment and death sentence.

But in spite of the fact that he was jailed and lived under virtual shadow of the gallows for the last five years, he continued his research work on a thesis in agriculture which earned him a doctorate.

Rajasthan History Meet From Dec. 15

Dr. M. L. Sharma, Director of of the Rajasthan Research Institute and former Professor of History at Rajasthan University, will preside over the first session of the Rajasthan History Congress.

The session will be held on December 15 and 16 at Jodhpur.

The Congress which has been recently floated will promote study of Rajasthan's history on scientific lines.

Need to Change Mathematics Teaching Methods

A RECENT study has shown that teaching of some of the science subjects in India has remained unscientific and tradition-ridden.

In some cases the same syllabi continues for decades together.

The committee on mathematics which examined the various courses has pointed out that unless radical changes in the subject were introduced, not only mathematics but other related subjects like physics, chemistry and economics will also suffer from the same defect. The teaching of mathematics which is finding enhanced application in trade and industries and even governmental planning, has to be replanned and brought on modern scientific footing.

The committee has also found that courses even at the master's degree level have not undergone much change although several new inventions have been made in thev arious aspects of the subject.

The committee has blamed teachers for the outdated syllabi, for "students aim at learning whatever teachers teach them". The limitation of the teachers' ability to teach limits the students' ability to learn.

A Collection

The committee feels that the course should not be just a collection of topics. The fundamental requirements for any syallabus in mathematics to be modern are: development of concept, importance of rigour axiomatic approach, introduction of correct terminology and symbols, and the revealing of the power and limitations of mathematics.

The course, however, should be changed in such a manner that it can be effectively taught by the existing teachers after some brief training, the committee suggests.

It regrets that no thought is being given to preparing the mathematicians of tomorrow who would be required to handle computers and other machines. There is hardly any university which has the handling of computers as part of its curriculum.

GERMANS' INTEREST IN TIBETAN STUDIES

THE West German scholars have evinced keen interest in Tibetan studies and Central Asian research.

In four university cities—Bonn, Munich, Hamburg and Goettingen—Tibetan monks are working. Bonn University's Central Asian seminar, the only one of its kind in Germany, has achieved international eminence in the field of Tibetan research.

The reputation of the Bonn seminar is due largely to the Dalai Lama, the exilled spiritual head of the Tibetans, who sent three of his highly educated monks to work there. These three monks originally joined a cloister at the ages of five or six and continue to live monastically in Bonn.

The head of the Bonn project, Prof. Walter Heissig, has been invited to visit many European and Asian countries. During these trips, he has discovered thousands of forgotten manuscripts. He has also found 5,000 Tibetan manuscripts in various German libraries.

The Government of Outer Mongolia is also in regular contact with the Bonn seminar.

Varsity Librarians Meet at Hyderabad

CLOSE cooperation among the scholars and librarians was a pre-requisite in the interest of research and scholarship, and they must develop a bridge of understanding to meet the demands for bibliographical services.

This was the tenor of the three-day seminar in American studies for university and institute librarians held at Hyderabad recently.

Dr. D.S. Reddi, Vice-Chancellor of Osmania University, inaugurated the seminar which was organised by the American Studies Research Centre. Dr. William Mulder, Director of the Centre, guided its deliberations.

Some 30 university and institute librarians from all over the country who met at the seminar explored the means of augmenting their resources to facilitate study and promote research in American subjects. The seminar opened with lively discussion on "Libraries and Research : Aims and Resources."

Cooperation

The seminar reviewed the nature and the working of the ASRC and tried to explore the possible avenues of cooperation between the Centre and the participants in promotion of study and research in American subjects.

The seminar, among other things, recommended that acquisition lists of the university libraries be exchanged with those of the Centre;

The Indian Council of Library Development and the U.S.I.S. be approached to arrange for the revision of the union list of learned American serials in Indian libraries brought out by them about a year ago;

The Centre be kept informed about the research in American subjects both, completed and in progress, at the different universities. To this end, it was

(*Continued on page 16*)

Punjabi Varsity to Publish Nanak's Biography

PUNJABI university plans to bring out an authentic and comprehensive biography on Guru Nanak based on Janamsakhis. The project has been taken in hand and preliminary work is going on in different academic institutions affiliated to the university.

It is also proposed to prepare an authentic account of Guru Nanak's travels and an historical atlas indicating the travels of the sacred Sikh leader in India and abroad.

All this work is proposed to be completed before the 500th birth anniversary of the Guru due in 1969.

* * *

The university will have its own auditorium at the campus very soon. It would be a pentagonal structure having a sloping roof. It will have about 300 seats.

* * *

The university recently observed the 91st birth anniversary of an outstanding Punjabi poet, Lala Dhani Ram Chatrik. The university proposes to celebrate the birth anniversaries of all outstanding Punjabi writers and poets at different literary and educational centres in Punjab.

Osmania : The university has decided to create a Faculty of Architecture and a Department of Geo-Physics under the Faculty of Science from the next year.

At present, architecture is taught in the Government College of Fine Arts, and architecture is under the Engineering Faculty.

Institution of the new geophysics department is envisaged with a view to improving the standard of teaching and research and also to take advantage of the present UNESCO aid of the Geo-Physics section.

Professor A. S. Gritsaneko, Visiting Professor of Geo-Physics, is assisting the project.

It is proposed to transfer the constituent colleges of Osmania University to the Government so that the university remains incharge of only the post-graduate courses at the campus.

* * *

The Academic Councll of Osmania University is planning to abolish first year examinations of the three-year degree course.

An experts' committee of ten members is likely to go into the feasibility of the proposal.

The university is considering whether to continue the course in general education in the B.A., B.Sc. and B.Com. examinations.

Roorkee University : The University Planning Forum in collaboration with the Seth Shantidas Khesti Trust (Bombay), an Institute for Women of Swatamber Jain Murtipujak Community, will hold an essay competition on "Practical and constructive schemes under the present circumstances, useful for women's institutions, working for allround development of women from the Jains' point of view.

Essays can be written in Hindi, Gujarati and English. The competition is open to all. The essay should not exceed 7,000 words.

Last date for submission of essays is December 31,1967. Six prizes worth Rs. 500, Rs. 301, Rs. 201, Rs. 151, Rs. 101 and Rs. 51 will be awarded according to merit.

Aligarh : All-India symposium on cosmic rays, elementary particle physics and astrophysics, organized by the Cosmic Ray Committee of the Department of Atomic Energy will be held at Aligarh Muslim University, Aligarh, from December 12 to 16, 1967.

Banaras : The ecology research circle of the Botany Department recently organised a symposium on "Light and Plant Growth". The symposium discussed useful subjects relating to the phytochrome system operating in the seeds of many plants, especially angalis arvensis and biophytum sensitivum. Effects of far red and infra red lights, various light intensities, their durations and photoperiodic cycle on seed germination were lucidly explained.

Two American biologists, Dr. Robert Fleming and Dr. Robert Horwich, conducted the discussion on various subjects in the College of Agriculture and Department of Zoology.

The university also sent a team of eight persons headed by Dr. Bhupen Qanungo to Pindari Glacier. The team successfully completed the treck. This was the fourth annual team sent by BHU to the Himalayas.

Andhra : The syndicate has decided to do away with the scheme of detention of students at the end of second year of the three-year degree course.

Bangalore : English will remain medium of instruction in law and medical colleges affiliated to Bangalore University for at least 10 years, according to Prof. V. K. Gokak, Vice-Chancellor.

He is of the view that during this period, exploratory work connected with the medium of instruction in arts, science and commerce would be taken up.

Kanpur : The university proposes to make arrangements for teaching of Russian, German and French languages from the next academic session.

The Hindi Pracharini Samiti has decided to make arrangements for teaching of all Indian languages in Kanpur; the languages are: Bengali, Marathi, Gujarati, Tamil, Telugu, Malayalam, Sanskrit and Pali.

After the completion of the courses the students would be given, certificates and diplomas.

Campus News

Asian Studies Centre Popular at American University

THE centre for the Asian Studies located at the campus of American University in Washington is a unique educational institution. It is quite popular with the students from India and other Asian countries. Twelve Indian students are pursuing various courses of study at the centre.

Established in 1965, the nine-year-old centre is a part of the School of International Service.

The centre offers courses in anthropology, economics, geography, history, languages and linguistic, philosophy, religion and public administration.

The salient feature of the centre is that even in electronic laboratory, instructions are imparted in Hindi, Sanskrit and Indonesian. The Thai languages will also shortly constitute the part of instruction media.

Dr. Kennoth P. Landon, a distinguished educationist of America and an expert on Asian affairs, is the director of the centre.

The Centre for Asian Studies recently joined a consortium of universities which was held at Pennsylyania. The other universities which participated in the consortium were: Duke, Columbia, Syracuse and Rocheister and Virgini.

There were concentrated language classes in Hindi, Sanskrit, Tamil, Urdu and Sinahili at the centre. Courses in archaeology of South-East Asia, and modern India and Pakistan and international relations of South Asia were also conducted.

There are at present 79 students drawn from 40 different Asian countries, including India, who will undergo various courses at the centre.

Earthquake to Order

An earthquake of any force and duration can be simulated artifically on an original seismic platform developed in America's Research Institute of Building Materials and Structures.

The platform, which can carry a load of 90 tons, can be used to reproduce ground oscillations in the frequency range of 0.5 to 20 cycles per second i.e. seismic tremors of any force.

The platform will be used for testing large structural models and building structures.

Satellite Communication Centre at Ahmedabad

The United Nations Development Programme has sanctioned about Rs. 60 lakhs against Government of India's contribution of Rs. 80 lakhs for establishing a Satellite Communications Research Centre at Ahemdabad.

The Centre is designed to equip India for its role as a vital relay between Europe and the Far-East in the world-wide satellite communications system.

It will serve as a satellite tracking station and as a training centre for Indian and foreign scientists and engineers in the technology of space communications.

Plan for U.N. Institute

The United Nations Committee for Housing, Building and Planning has recommended to the Economic and Social Council for the establishment of a United Nations institute for documentation on housing, building and planning at New Delhi.

OVER RS. 1 LAKH AMERICAN GRANT FOR NPL

THE United States Government has recently presented a grant of Rs. 1,65,000 to Dr. A. R. Verma, Director of the National Physical Laboraory, for expansion of research.

The amount was presented by Minister Joseph N. Greene of the United States Embassy.

The amount is proposed to be spent on a highly complex study on the effects of solar activity on radio communications. The results are likely to prove useful in efforts to ensure protection of men in space.

The principal investigators, representing NPL's Radio Science Division, will be Dr. A. P. Mitra, NPL's Deputy Director, and Dr. A. K. Saha, scientist. Dr. Mitra is temporarily in the US on an invitation from the National Aeronautics and Space Administration.

The principal aim of the project will be to determine exactly what effects solar flares from periods of increased solar activity have on the radio signals on which the world's communications systems depend. Solar flares are bright but localized flare-ups which emit unusually heavy radiation.

The research grant has been awarded to the NPL by the United States Environmental Science Services Administration whose scientists are collaborating. Funds for the grant have been derived from the sale of farm products supplied to India under the United States PL 480 Programme.

Andhra University Survey

Casual Attention to Studies Leads to Indiscipline

by C.V. Raghavulu, V. Eswara Reddy & R. M. Mohan Rao

(*Continued from the previous issue*)

As regards the standards of class lectures in general, about 38 per cent of the respondents feel that they are satisfactory. A little over 42 per cent expressed that the standards of some lectures could be somewhat improved, while the remaining 20 per cent feel that they could be considerably improved.

Another reference of the study was to find out the extent of relationship between the students' awareness of limited employment opportunities and unrest. A familiar hypothesis is that under conditions of insecurity or uncertainty about the future, the students would not develop any commitment to the educational process, and the sense of hopelessness arising out of the lag between expectations and fulfilment would lead to frustration. In such a situation, participation in agitations, demonstrations and acts of violence would provide them outlets for excitement. That is why, in many instances of unrest there was no relation between the immediate grievance and the amount of anger and violence let loose.

Job Prospects

In this context an enquiry was made into the job expectations of the students. Nearly 50 per cent of the sample students say that they would not have joined the university after their graduation if they were offered jobs commensurate with their educational qualifications. Indicated by the fact that at least half of the students would not have come for university education, they are not interested in pursuing higher education for the sake of acquiring knowledge. And thus they have no sense of commitment to the educational process.

The faculty-wise break-down of the percentage for the same are: sciences—38, social sciences—70, and humanities—48.

After having joined the university, 78 per cent of the students come to think in terms of specific jobs, but only 74 per cent of the total sample are confident of securing them. The faculty-wise distribution for the responses is given in the following Table.

Table No. III indicates that the employment opportunities are the lowest in the social sciences. It would be logical thing, to expect the highest proportion of indisciplined lot in the social sciences. In a way it is true. The leaders in activities of unrest are concentrated in the social sciences with a sprinkling in sciences and humanities.

TABLE NO. III

Statement showing the faculty-wise distribution of responses of students with specific jobs in view and those confident of securing them.

Faculty	No. of respondents	Percentage of students with specific jobs in view	Percentage of students confident of securing jobs in their view
1. Sciences :	40	82.6	76.5
2. Social Sciences:	23	56.4	47.8
3. Humanities:	23	90.0	73.5

It would, however, be misleading to correlate the extent of non-availability of employment opportunities with the degree of indiscipline. The hypothesis that indiscipline is the consequence of insecurity about the future, is not supported by the data gathered through informal interviews. An analysis of the data on the personal background of the leaders in activities of indiscipline shows that they belong to four major categories: (1) Persons with a rich family background for whom the University degree is a mere status symbol. As they are in an easy manner, they welcome instances of indiscipline. (2) Persons with influential connections either with the University authorities or with Governmental authorities. When this category of students indulge in acts of indiscipline they need not be afraid of the consequences of their action as the authorities would most certainly condone them. (3) Persons who excel in sports, N.C.C. etc. They have a tendency to be in the limelight and hence wish to be in the forefront in unruly activities also. (4) Careerist politicians having links with the political parties outside the campus.

The role of the fourth category requires some explanation. The hidden hand of the local politicians was fomenting though not initiating student agitations. Local and regional issues are championed by local political bosses regardless of their overt commitment to a nationalist ideology. The agitation in regard to the proposal for setting up the fifth integrated steel plant of the public sector in Visakhapatnam is a case in point. The part played by the students in the steel plant agitation and the liaison provided by the local political parties need to be assessed carefully.

Our data suggest that the students were a potent factor in the agitation. Two-thirds of the sample students contend that there was no strong feeling among the general public about the steel plant issue before the students went on strike.

(*Continued on page 12*)

ENROLMENT ENGG./TECH.

(All figures of the table include both teaching

S. No.	University	Graduate	Post-Graduate	Residents	Diploma course	Post-Graduate	Total
1	2	3	4	5	6	7	8
1.	Agra	745	—	6	—	—	751
2.	Aligarh	914	19	—	652	—	1585
3.	Allahabad	872	62	—	—	—	934
4.	Andhra	1953	37	10	—	—	2000
5.	Annamalai	1044	45	1	—	—	1090
6.	Benaras	2254	51	22	—	—	2327
7.	Bangalore	2694	25	—	90	31	2840
8.	Baroda	1923	106	—	1494	—	3523
9.	Bhagalpur	601	—	—	—	—	601
10.	Bihar	666	—	—	—	—	666
11.	Bombay	1869	199	23	—	—	2091
12.	Burdwan	1059	23	—	—	—	1082
13.	Calcutta	2585	137	82	87	—	2891
14.	Delhi	893	—	—	—	—	893
15.	Dibrugarh	381	—	—	—	—	381
16.	Gauhati	601	—	—	—	—	601
17.	Gorakhpur	214	—	—	—	—	214
18.	Gujarat	2132	22	—	—	—	2154
19.	Indore	938	20	11	—	—	969
20.	Jabalpur	1633	38	22	—	—	1693
21.	Jadavpur	2796	87	6	—	—	2889
22.	Jammu & Kashmir	971	—	—	—	—	971
23.	Jiwaji	778	—	—	—	—	778
24.	Jodhpur	1286	—	—	—	—	1286
25.	Karnatak	1098	—	—	—	—	1098
26.	Kerala	4854	68	—	—	—	4922

FACULTY : 1965-66

departments as well as affiliated colleges).

S. No.	University	Graduate	Post-Graduate	Residents	Diploma course	Post-Graduate	Total
1	2	3	4	5	6	7	8
27.	Kuruksetra	116	—	—	—	—	116
28.	Madras	5733	151	4	30	—	5918
29.	Marathwada	445	5	—	—	280	730
30.	Mysore	4877	—	—	—	—	4877
31.	Nagpur	1092	—	16	—	—	1108
32.	North Bengal	731	—	—	—	—	731
33.	Osmania	2939	61	2	—	—	3002
34.	Panjab	2396	75	—	—	6332	8803
35.	Patna	682	—	—	11	—	693
36.	Poona	1385	27	11	—	18	1441
37.	Panjab Agri.	138	—	—	—	—	138
38.	Punjabi	780	—	—	—	176	956
39.	Rajasthan	241	2	—	—	—	243
40.	Ranchi	4867	6	10	—	—	4883
41	Ravi Shanker	1318	34	—	—	13	1365
42.	Roorkee	1592	137	40	—	—	1769
43.	S. V. Vidyapeeth	1186	13	—	—	—	1199
44.	Saugar	257	51	12	—	307	627
45.	Shivaji	854	20	—	—	—	874
46.	Sri Venkateswara	1273	—	—	—	—	1273
47.	Udaipur	96	—	—	—	—	96
48.	U.P. Agricultural	265	—	—	—	—	265
49.	Utkal	1927	19	—	—	—	1946
50.	Vikram	1272	—	—	—	—	1272
	Total	74216	1540	278	2364	7157	85555

STUDENT INDISCIPLINE

(*Continued from page 9*)

That there is chronic discontent among most of the students about their living conditions and amentities is recognised by all. Grievances and demands about amenties are frequently raised. When there is no proper handling of these grievances, the atmosphere might become uneasy. Considering that the student-expendipenditure ratio in this country is one of the lowest in the world, all or many of the student grievances cannot be resolved by the authorities. Some questions were addressed to the students about the effectiveness of the student bodies and the nature of response from the authorities in this matter. Opinion as to the effectiveness or ineffectiveness of the student bodies is equally divided. Those who considered them ineffective pointed out three principal reasons: (1) student representatives fearing victimisation from authorities do not take a bold stand on student problems, (2) lack of harmoney among student representatives, and (3) student representatives tend to give higher priority to their personal interests than to student problems.

Student Problems

As regards the attitude of the authorities, 60 per cent of the respondents feel that student problems generally receive proper attention from them. It is interesting to note that as many as 93 per cent of the interviewed students feel that their grievances get a better hearing from the authorities when represented by groups rather than by a single individual or few individuals. It implies that the authorities do not deal with student problems as a matter of routine. Many grievances might reach a point of crisis before anything can be be done.

Political attitudes

The study reveals that the students do not have faith in the existing cultural structure since the normative values governing the behaviour of members of the society are not followed by the leaders. About 88 per cent of the respondents feel that the standards of public conduct have been deteriorating in all walks of public life, more so in the case of political leadership at various levels. One of the reasons why the students' behaviour does not live up to the expectations of the society is that they have very little guidance by way of goals to live for or norms to live by. The educated youth could easily see the widening gap between the professions and practices of those prominent in public life. They could also evaluate the criteria by which the political leaders of the country are recruited, the means by which they survive in the political arena, and the regard given to the laws of the land by them.

It may even be argued that student unrest is, to a large extent, symptomatic of wider unrest prevailing in all spheres of public life. There does not seem to be any inter-generational conflicts as such; the students only follow the patterns set by the grown-ups. As one of the students has summed up the situation: "When the representatives of people fail to maintain quorum in the legislatures, how do they expect the students to be regular at their studies?"

Moral Standards

The students' major prescription to put the house in order—to raise moral standards in public life—is that active participation by citizens in public life is vital. Another measure suggested by a significant minority is to abolish the political parties altogether. This is an index of the degree of discontent against the existing ways of behaviour among leaders of political parties at different levels. The retirement of the "old guard" politicians and infusion of young blood into politics are suggested by a few respondents.

The trend of the political attitudes of students finds reflection in their political preferences. Nearly 37 per cent of the respondents favour rule by a "Team of Experts." Only 19 per cent favour the ruling Congress Party. It is significant to find 13 per cent of the respondents expressing themselves in favour of military rule. This reflects their frustration against the working of the democratic system. The remaining preferences are: Swatantra (11 per cent), All-party Committee and Jan Sangh (6 per cent each). Not a single respondent is in favour of the Communist Right while the Communist Left and Samyukta Socialist Party are favoured by one respondent each. On the whole, opinion seems to be equally divided between those who favour rule by political parties and those who prefer rule by other means.

Enough theorising has taken place since 1950s on the issue of student indiscipline. In most of this, the assumption that "insecurity about the future is the major cause for student indispline" has been widely accepted. Even field research has taken this assumption for granted. The findings of the present study question this assumption; the uncertainities of future employment do not have anything to do with the prevalence of indiscipline among students. On the contrary, the students with either economic security or job security and security against punishment (the latter two arising out of influential connections) seem to be indulging in acts of indiscipline. The students who cannot count upon any influence in the em loyment arena, is inclined to take his studies more seriously than others; for he has to bank upon his grade in the examination while competing with others.

Social Service Scheme

Another assumption that has gained wide acceptance is that students are prone to indulge in indiscipline due to lack of opportunities for extra-curricular work. It is considered that the diversion of the students' energies towards national social service scheme would put their spare time to proper use. At the same time, it is intended to curb the tendencies of indiscipline arising out of a situation where there are

(*Continued on page 14*)

Distinguished Scientist

SIGNIFICANT RESEARCH IN CHEMISTRY

To work or study in the Chemistry Department is considered to be a privilege in Panjab University. It would not be an exaggeration if it is said that it is due to the presence of Professor Ram Chand Paul as its head. In fact every student, researcher and teacher looks to him as a friend, philosopher and guide. And in turn, he wholly and earnestly provides them all the much-needed inspiration and encouragment in their otherwise dull, drab, unending and exacting work with flasks and tubes.

Again, it would be not too much to say that the present reputation and eminence, the Panjab University Chemistry Department enjoys in India and abroad is due to Professor Paul's continuous, untiring labour that he has put in building this Department. It is perhaps as a recognition of his unstinted efforts and unflinching perseverence that the University Grants Commission has accepted the proposal to upgrade this Department to a Centre for Advanced Study in Chemistry, one of four such centres in India.

Big Honour

Prof. Paul who functioned for two years as the Dean of University Instruction at Panjab University till April 1967, became a Fellow of the National Institute of Sciences in 1966. He was awarded this signal honour for his outstanding contributions to the Chemistry of Non-Aqueous Solvents and applications of Thermo-chemical investigations to acid-base neutralizations in such solvents.

A research chemist of great repute, Prof. Paul has about 100 research publications of varied chemical interest to his credit and his work is quoted in several scientific publications on the subject.

Temperamentally, he was most inclined to research espe-



PROF. R.C. PAUL

cially when it meant working under the late Dr. S. S. Bhatnagar. His enthusiasm was, however, dampened when Dr. Bhatngar left Panjab University to join the C.S.I.R. as its director-general. However, he soon shunned sentimentalism and working under Dr. S. D. Muzzafar earned his first doctorate in 1947 from Panjab University. He continued his work in laboratories and published several learned papers. He was made A.R.I.C. in 1949. He did some of his research work in association with Dr. Bashir Ahmed and Prof. Yajnik for quite some time.

With his intense desire to work in foreign countries, Dr. Paul wert to Cambridge University in 1952 and worked there under Professor H. J. Emeleus, F.R.S. He earned his second doctorate on "Trifluoromethyl oxyacids of Phosphorous and Arsenic".

Pioneering Work

On his return from Cambridge, he took a new branch of research and has been doing pioneering work in chemistry of non-aqueous solvents. He has reached a fairly advanced stage in this problem and nearly a score of his students have got research degrees under him so far and an equal number of them are working on various related problems. He worked at Karnatak University as a Professor of Inorganic Chemistry for a brief spell and has been Professor and Head of the Department at Panjab Univesity since 1959. Other research honours have been flowing in apace for Dr. Paul: F.R.I.C. came in 1957 and F.N.A.Sc. in 1961.

Prof. Paul was recently invited by the Soviet Academy of Sciences on Cultural Exchanges Programme for the summer institute for non-aqueous solvents arranged at the N.A.T.O. centre at the University of McMaster, Ontario, Canada.

His most important subjects of research at present are: "Coordination Chemistry of Sulphur Trioxide" and "Chemistry of Uranium, Thorium and Vanadium compounds." Most of his published work deals with research on Acetylchloride, Benzoyl chloride, Acetic acid, Ethyl acetate, Dimethyl formamide, Acetamode, Formamide, Phosphoryl bromide, Thionyl bromide, Nitromethane, Methanol etc.

In 1965, National Bureau of Standards of United States Government provided him with nearly four lakhs of rupees to investigate into the "Physico-chemical properties of non-aqueous solvents."

—M.R. DUA

Panjab University Extension Library

The Rs. 9 lakhs Punjab University Extension library has started functioning at Ludhiana.

The library which covers an area of 2.77 acres and accommodates 1.5 lakhs volumes, is equipped with micro-film reader and a micro-card reader.

The library has a seating capacity for 200. Hitherto the library was housed in a rented building. The library will cater to the needs of 23 colleges in the districts of Ludhiana and Jullundur.

U.K., W. German to Help Osmania Expansion

UNIVERSITIES in the United Kingdom and West Germany have offered to collaborate for the expansion of Osmania University's geography, economics, and radio-biology departments.

Numerous expansion plans were reviewed by Dr. D. S. Reddi, Vice-Chancellor, with the educationists in these universities which he visited recently. Dr. Reddi had gone as a representative of the Inter-University Board of India and Ceylon to attend the conference of the Association of Commonwealth Universities.

The conference discussed several problems relating to the students' activities. It was agreed by the patricipants that the students should be given greater participation in the universities' affairs.

Extension of the university departments was discussed at London and Edinburgh by Dr. Reddi with the educational authorities. Besides, representatives of the British Council and British Ministry of Education joined the discussions.

Tentative Plans

Dr. Reddi was in West Germany for a brief period, where he visited Bochum and Achen universities. These German universities have offered assistance to establish a partnership between Osmania university and their universities. The meeting completed preliminary agreements and tentative plans were signed.

The scheme is likely to be put up before the Union Government for approval soon. When the programme is finalised, Osmania students will study at the German universities and the German students at Osmania, on an exchange basis. Engineering, law, technology, science, arts, with the exception of medicine, are the subjects covered under the scheme. The scheme is also proposed to be extended to the teachers of all faculties, except medicine.

Dr. Reddi visited West Berlin as the guest of the West German Government and also visited some the universities and other educational institutions.

PRESS COUNCIL PLAN FOR JOURNALISM INSTITUTE

The Chairman of the Press Council of India, Mr. J. R. Mudholkar, has announced council's proposal to establish a semi-autonomous institute on the lines of U.K.'s National College of Training for Journalists for starting standard courses in journalism.

The proposed institute will hold examinations in journalism and also help successful candidates in getting apprenticeship in newspapers, news agencies and periodicals.

Besides, the institute will have training courses for teachers of journalism and bring out standard books on the subject.

The beginning might be made by sending some Indian journalists to various countries—U.K., U.S.A.—for undergoing short-term training. Ultimately, these trained persons will man the proposed institute.

Varsity for Rewa From July 1968

Rewa in M.P. will have its own university from July 1968.

When established, this would be the seventh university in M.P.

There has been persistent demands for a university for the Vindhya region.

The proposed university will meet educational requirements of the Vindhya region.

Student Unrest

(Contd. from page 12)

no opportunities for diversion. The findings of the present study do not support this view. Students who are in N.C.C. and sports, were also in the thick of indiscipline. Hence, prescriptions such as the introduction of a national social science scheme may not be helpful.

Thirdly, a large majority of the students do not have any serious commitment to the educational process. The examination system, the standards of teaching, and the extent of teacher-student communication, are decisive factors that shape the students' attitude toward the pattern of utilisation of time. This may sound platitudinous but nevertheless true.

Fourthly, the liaison maintained between the politicians outside the campus and the student political leaders is a factor to be reckoned with in any analysis of student participation in public agitations, etc. It would, however, be incorrect to attribute every act of student indiscipline to political incitement from outside the campus.

Traditional Values

Two signifcant inferences may be drawn in regard to the issue of student unrest. The pattern of utilisation of time by students indicates that they spend a good deal of their time seeing cinemas and reading vernacular fiction. The values imbibed through these sources come into clash with the traditional values, leading to a state of unrest. Further, student unrest in many other spheres seems to be a reffiection of wider unrest; students' perception of the behaviour of the elites of politics and the education system, carry great impact on the young impressionable minds.

Observatory for Gujarat

A gigantic astronomical observatory with a modern planetarium will soon be established at Gujarat. The observatory which is being set-up by Vedh Sahal Trust will cost Rs. 7 lakhs initially.

Readers' Forum

I am very much interested to have my higher studies in the various branches of physics. But, unfortunately, I have taken engineering course. So please, let me know whether there is any Indian or foreign university or institute which provides facilities for research or postgraduate studies in theoretical physics, nuclear physics astrophysics for graduate engineers (mechanical).

—J.N. Kini, Hussan, Mysore State

The University of Delhi provides facilities for the study of theoretical physics and astrophysics.

Andhra University and the Saha Institute of Nuclear Physics, 92, Acharya Prafullachandra Road, Calcutta, also provide facilities for nuclear physics.

You may write direct to the concerned university/institute to obtain information from them with regard to your eligibility for the course.

I intend to do a course in library science. May I request you kindly to provide me with a list of universities which provide facilities either for the study of bachelor's degree, diploma/certificate course in library science *at your earliest convenience ?*

—Roshan Lal, Dehradun

The Universities of Aligarh Benaras, Bombay, Delhi, Jadavpur, Karnatak, Kerala, Lucknow, Madras, Mysore, Osmania, Poona, Rajasthan, S.N.D.T. and Vikram provide facilities for the study of library science at the bachelor's level.

The Universities of Aligarh, Andhra, Baroda, Burdwan, Calcutta, Madras, Nagpur, Panjab, Saugar, Shivaji, S.N.D.T., Varanseya Sanskrit Vishwavidyalaya, and Vikram offer courses at diploma/certificate levels.

Would you kindly let me know the name of universities which conduct courses in military science?

—Virendar Kumar, New Delhi

Agra, Allahabad, Gorakhpur, Lucknow and Poona are some of the universities which provide facilities for the study of military science.

I will be grateful if you will kindly let me know the names of universities / institutions which conduct courses in the French language.

—Raj Pal, Moga

The Universities of Agra, Aligarh, Allahabad, Andhra, Annamalai, Benaras, Baroda, Bombay, Burdwan, Calcutta, Delhi, Jadavpur, Karnatak, Lucknow, Madras, Mysore, Osmania, Panjab, Poona, Punjabi, Rajasthan, Utkal, Varanaseya Sanskrit Vishwavidyalaya, and Visva-Bharati are some of the universities which provide facilities for the study of the French language.

The Universities of Agra, Annamalai, Calcutta, and Madras also conduct courses in French leading to the master's degree.

I understand you have information with regard to the facilities provided by universities in India for the study of dairy science/dairy technology. I shall be glad if you communicate this information at an early date

—J. D. Mehta, Bikaner

The Universities of Panjab and Sardar Patel provide facilities in the above mentioned field leading to the bachelor's degree.

The Universities of Panjab, Panjab Agricultural, Sardar Patel and Udaipur conduct courses in dairying/dairy science/dairy technology leading to the master's degree.

Kiesinger Honoured by Delhi Varsity

Receiving an honorary degree of Doctor of Laws from Delhi University at a special convocation held recently, West German Chancellor, Dr. Kurt Georg Kiesinger, said "it was a personal joy for me to be honoured with a degree of Doctor of Laws" since he was also a student of law. Politics and law were mutually dependent. While politics meant application of power, law must check politics he said.

Mr. V. V. Giri, Vice-President of India and Chancellor of Delhi University, remarked on the occasion that Dr. Kiesinger's visit had served to "gain a deeper insight into the facts and implications" important for better understanding between the two countries. It would enable us at home to serve the common goal of peace in the world. In the citation the Vice-Chancellor, Dr. B. N. Ganguli, said Dr. Kiesinger is "rational intellctual who has brought into politics, the arts and graces of intellectual life as well as the spirit of toleration and moderation.

"As a man of law, he is prepared to leave it (politics) to mediate and write poetry again. Dr. Kiesinger keeps to himself the values which we treasure in a universal community."

CONTRIBUTIONS !

Articles on different aspects of higher education in India and abroad and on students' problems, write-ups on universities and campus news are invited for publication in the University News. These may be sent to the Publication Officer, Inter-University Board of India & Ceylon, Rouse Avenue, New Delhi-1.

Wayward Education of Modern Teachers

Educating the Educator by M.L. Sharma, Indian Publications, Ambala; pp. 165; Rs. 15.

THE author who is himself engaged in educating teachers has dealt with various aspects of education : qualities of a teacher, methods of teaching, educational standards, professional growth, educational planning, student unrest, parents' responsibilities and future course of action for a teacher.

Today, when the yardstick of progress is one's economic status which is unfortunately not very bright and attractive for a school teacher, it is rather harsh on the part of the society to expect quality teachers and expect good work from them.

The author has referred to the glorious, status of a teacher in ancient times, high respect that he enjoyed in the society and students of sterling qualities that he used to turn out. Since then a revolutionary change has taken place in the set-up and thinking of society and as such everything is to be viewed and adjudged accordingly.

Job Prospects

The book throws sufficient light on the mediocre quality of graduates and postgraduates who are now entering this profession. They take to teaching to improve their job prospects and girls—their marriage prospects. The love of the profession is not the factor for one's choice in a large number of cases.

After the necessary essential training, the expectations from school teachers are unfairly high but the rewards are too less. The circumstances in which he has to work are hard and complex.

Student unrest is another baffling problem, he has to deal with and this problem has been inviting uncalled for and irresponsible criticism from politicians who themselves present a spectacle of confusion and irresponsibility.

In the author's opinion and rightly so education is the joint responsibility of teachers and parents both and to fulfil this obligation, the idea of teachers-parents associations was envisaged which is being implemented in various schools.

The book is a good attempt in reviewing the problems of teacher and his education. Instead of surveying and touching upon various aspects of teacher's education, the author would have done better by going deepely into some of these problems and suggesting concrete remedies. There are several proof-reading mistakes in the book and it is priced too high.

—G.C.V.

MADRAS UNIVERSITY'S RECORD OF SERVICE

University of Madras—a Record of Twenty-Five Years by P. S. Vaidyanathan, Central Art Press, Madras Pp. 72.

IT is a catalogue of achievements of Madras University during the last 25 years. The booklet was issued in August this Year by university on the occasion of Silver Jubilee Celebrations of the Vice-Chancellorship of Sir A. Lakshmanaswamy Mudaliar .

Sir Lakshmanaswamy was appointed Vice-Chancellor of Madras University at a very crucial period. The country was then in ferment : rapid changes were taking place in educational, social and political fields due to the Quit India Movement. At such a moment, taking over of office of Vice-Chancellor by Sir A. Lakshmanaswamy Mudaliar was a Herculean task. But the achievements of the university during his regime as Vice-Chancellor show that he has commendably risen to the occasion. That the number of colleges has risen from 67 to 154, and number of students has gone up from about 20,000 to over 73,000 is a tribute to his restless work, deep vision and ripe administrative capability.

Allround Progress

Mr. Vaidyanathan who is a Deputy Registrar of Madras University has in a simple and lucid manner recorded in chronological order the university's progress in its various spheres-teaching, finances, institution of new courses, buildings and laboratories—during the last 25 years.

Mr. Vaidyanathan has been eminently successful in daliting the services that Sir A. Lakshmanaswamy Mudaliar has rendered in making Madras a big institution that it is today.

—M.R.D.

LIBRARIANS' SUGGESTIONS

(*Continued from page 6*)

desired that the Centre be placed on the mailing list of the universities for the receipt of their annual reports;

The university librarians should keep track of the articles contributed on American studies to Indian and foreign periodicals by the scholars and faculty members at their respective universities and communicate the same to the Centre periodically. They will also send a list to the Centre about the articles on American studies appearing in their university research journals;

The Centre should try to acquire the maximum number of out of print and rare books from the U.S.A. and make them or their photocopies available on loan to the Indian university libraries.

UNIVERSITY OF DELHI

Applications are invited on the prescribed form for the following posts:—

Designation	Scale of Pay
1. One Reader in Economic History	Rs. 700—50—1250
2. One Reader in Russian	
3. One Reader in Linguistics	
4. One Reader in Botany	
5. One Reader in Hindustani Vocal Music	
6. One Reader in Hindustani Instrumental Music	
7. One Lecturer in Botany	Rs. 400—40—800—50—950
8. One Lecturer in Tibetan Language	
9. One Lecturer in Chinese Language	
10. One Research Associate in Botany	
11. Two Senior Research Fellows in Botany	Rs. 500/- fixed without allowances
12. Two or Three Part-time Lecturers in Law	Rs. 500/- fixed without allowances

Dearness, City Compensatory and House Rent Allowances admissible according to the University rules in force from time to time (except in the cases of part-time teachers and Senior Research Fellows).

GENERAL QUALIFICATIONS

(*a*) **For Readerships in Economic History, Linguistics and Botany**

"Good academic record with first or high second class Master's Degree in the subject concerned followed by a Doctorate Degree or equivalent published work.

Independent published work (in addition to the published work referred to above) with at least five years' teaching experience in Honours/Post-graduate classes essential".

(*b*) **For Readerships in Russian**

"Good academic record with a Master's Degree in Russian Language and Literature from a recognised University or an equivalent Diploma from a Soviet University or Institute. Experience of teaching Russian for at least ten years or five years in case of candidates holding also a Research Degree in Russian. A sound knowledge of spoken and written Russian language and literature is an essential requirement".

(*c*) **For Readership in Hindustani Vocal Music**

"Standing as a performing artist. A University Degree with experience in original research and wide scholarship in the history and theory of music. Ability to guide research in Music at all levels. A working knowledge of three of the languages mentioned below and acquaintance with musicological works in them is necessary. English, Hindi, Urdu, Bengali and Marathi. Experience of teaching of Music in advanced institutions and of organising teaching courses in music. A list of published works, papers and articles should be submitted with the application".

(*d*) **For Readership in Hindustani Instrumental Music**

"Standing as a performing artist in any of the principle instruments of Hindustani music, namely, Sitar, Sarod, etc. A University Degree with experience in original research and wide scholarship in the history and theory of music. Ability to guide research in music at all levels. A working knowledge of three of of the languages mentioned below and acquaintance with musicological works in them is necessary. English, Hindi, Urdu, Bengali, and Marathi. Experience of teaching of music in advanced, institutions and of organising teaching courses in music. A list of published works, papers and articles should be submitted with the application".

(*e*) **For Lectureship in Botany**

"Good academic record with first or high second class Master's Degree in the subject concerned.

Evidence of published work/advanced studies or experience of teaching degree classes for not less than two years."

(*f*) **For Lectureship in Tibetan**

"Good academic record with first or high second class M.A. or equivalent degree in Sanskrit, together with sound knowledge of spoken and written Tibetan language and literature or a Gashe degree from a well-known Tibetan Monastery, together with the working knowledge of English/Hindi and preferably of Sanskrit. Experience of Teaching Tibetan language for at least two years is an essential requirement".

(*g*) **For Lectureship in Chinese**

"Good academic record with first or high second class Master's Degree in Sanskrit, Pali or Ancient Indian History, together with a Diploma in the Chinese Language. The candidate must have specialisation in the Classical Chinese and should be able to undertake independent research project relating to the Classical Chinese Literature. Experience of teaching the Chinese Language for at least two years is an essential requirement".

(*h*) **For Research Associate in Botany**

"Good academic record with a first or high second class M.Sc degree in Botany followed by a Doctor's Degree or equivalent research work, and at least two years teaching experience of Post-Graduate classes".

(*i*) **For Senior Research Fellows in Botany**

"Good academic record with a first or high second class M.Sc. degree in Botany followed by a Doctor's degree or equivalent research work".

(*j*) **For part-time Lectureships in Law**

"Good academic record with a first or high second class Bachelor of Laws or higher degree in Law of an Indian University or Foreign University;

Practice at the Bar for at least 10 years, of which 3 years at least should be practice in trial courts; Previous teaching experience desirable but not essential; and ability to teach procedural subjects like Civil and Criminal Procedure, Evidence, and to conduct Moots".

II. SPECIAL REQUIREMENTS

(*i*) **For Readership in Linguistics**

Specialisation and research interest in any of the following:—

"Applied Linguistics, Generative Grammar, Field Methods, Historical and Comparative Method, Phonetics and Acoustics".

(*ii*) **For Readership in Botany**

"Specialization in Phytogeography and Taxonomy of Higher Plants".

(*iii*) **For Lectureship in Botany**

"Specialization in Microbial and Biochemical Genetics".

(*iv*) **For Research Associate and Senior Research Fellows in Botany**

"Special knowledge of Morphology and Embryology of Higher Plants essential; experiemntal studies desirable".

The prescribed application forms may be had from the Registrar's Office ither personally or by sending a self-addressed envelope and stamps worth Rs. 0·75 Paise to cover postage.

Applications on the prescribed forms alongwith the attested copies of the degrees should reach the Registrar, University of Delhi, Delhi-7, not later than the 20*th December*, 1967.

Selected candidates will be required to produce the documents in original relating to their qualifications and experience etc. before the offer is made to them.

Note :—It will be open to the University to consider the name of suitable candidates who may not have applied. Relaxation of qualifications may be made in exceptional cases. Canvassing in any form by or on behalf of the candidate will disqualify.

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Notification No. 20

Applications are invited for the following posts in the Faculty of law of this University: (1) Reader in Law (International Law) (2) Reader in Law (Mercantile Law). Grade: Rs. 700-40-1100+D.A. admissible as per University Rules. Qualifications: (1) At least II Class LL.M. of an Indian or Foreign University of repute with specialization in (*a*) International Law OR (*b*) Mercantile Law (2) Five Years, experience of teaching to degree or higher classes in a University or college. Preference will be given to those having any published work in the special field concerned.

General Instructions

P.F. benefit admissible as per University Rules.

Candidates already in employment should apply through their present employers and send an advance copy on plain paper together with other five copies in the prescribed form. Candidates if called for interview will have to come at their own expense. Incomplete applications, those on plain papers and those received late will not be considered. Applications in the prescribed form available from the Registrar's Office on receipt of a Crossed Postal Order of Rs. 5/- should reach the Registrar, M.S. University of Baroda, Baroda-2 on or before the 16th December, 1967.

B. K. ZUTSHI
University Registrar

INDIAN INSTITUTE OF SCIENCE

Bangalore-12

Applications in the prescribed form are invited for the post of Lecturer in Fermentation Technology Laboratory in the grade Rs. 400-40-800-50-950.

The last dates are :

(*a*) For receipt by the Registrar of requisitions for the application forms (Each request should be accompanied by a crossed postal order for Rs. 5/- made payable to the Registrar) 30-11-1967

(*b*) For receipt by the Registrar of applications duly filled ..15-12-1967

Qualifications

Essential : High academic qualifications with at least one of the University degrees in Microbiology.

Desirable : Research experience in the isolation, identification and classification of yeasts, actinomycetes and/or bacteria as evidenced from publications.

Duties

Candidates are expected to participate in teaching at the post-graduate levels, conduct independent research and guide research workers.

Tenure

Normally, all fresh appointments at the Institute are made on contract for periods of five years, including an initial probationary period of one year. The Institute authorities may, if circumstances warrant it, consider continuing appointments till the age of superannuation. In the latter case, the period of probation will be two years.

Higher starting salary may be given to candidates with exceptional merit.

Detailed terms and conditions will be supplied along with the application forms.

R(IA)308-29/67 S. S. PRABHU
10 November, 1967 *Registrar*

UNIVERSITY OF SUAGAR

DEV/FFWW/4707 University Office
Dated 21.11.67

Advertisement

Applications are invited for one temporary post of Senior Assistant on a consolidated salary of Rs. 250.00 p.m. and three Junior Research Asstts. each on a consolidated salary of Rs. 200.00 p.m. in the Deptt. of History of this University for compilation of the "Freedom Fighters Who's Who in Madhya Pradesh."

Qualifications

2. A first or high second class Master's degree in History with specialisation in Modern Period. For the first post, research degree or experience will be an additional qualification.

3. The application, on plain paper, giving, full details should be addressed to the Registrar, University of Suagar, Sagar, M.P. so as to reach him on or before 11*th December*, 1967 with an application fee of Rs. 3.00.

S. J. NAIDU
Registrar
University of Suagar

MARATHWADA UNIVERSITY

Applications are invited for the post of an *Analyst* in the Department of Chemistry in the pay scale of Rs. 250-20-350, so as to reach the undersigned on or before December 15, 1967.

Qualifications & Experience :

The Candidate should have passed M.Sc. Examination in Second Class, with specialization in Organic Chemistry or B.Sc. in Second Class with Chemistry as one of the subjects and experience of carrying out Organic Micro analysis.

The appointment will be on probation for a period of two years in the first instance. The Candidates should not normally be above 30 years of age on *December* 15, 1967. Selected Candidates will be eligible for D.A., H.R.A. and benefit of Provident Fund as per the rules of the University.

The Candidates who are already in employment should apply through proper channel.

University Campus, (M.B. CHITINS)
AURANGABAD. *Registrar.*
November 16, 1967.

UNIVERSITY OF UDAIPUR

Corrigendum to Advertisement No.

8/67, dt. 28.10'67

I(c)(i) Lecturer in Agri. Engineering (leave vacancy)

Grade : 400-30-640-EB-40-800.
Qualifications: A good second class Bachelor's degree in the subject. At least two years professional experience including teaching and/or research in the subject.

Delete "Desirable for (*i*) Specialized in Soil Science".

R. S. GUPTA
Registrar

UNIVERSITY OF MYSORE

Mysore Visvavidyanilaya
Karyasoudha, Crawford Hall, Mysore,
No.A3/67-68 Dated 27th November, 67

The University of Mysore invites applications for the following posts :

One post of —Pay Scale Rs. Reader in Kannada—700-40-1100 (Tenable till 31st March 1970, but likely to continue).

Qualifications :

Essential : First or Second Class Master's Degree or Honours degree with a Research Degree of a Doctorate standard and Five Years experience of teaching degree or Post-Graduate classes.

Desirable : Publication of work of high standard or a Research Degree.

One post of Lecturer in Kannada
One post of lecturer in Sanskrit
} Rs. 230-20-350-500

Qualifications :

Essential : First or Second Class Master's Degree or Honours Degree.

Desirable : Two years of experience of teaching degree or Post-graduate classes-publication of work of High standard of a Research Degree.

Last date for receipt of applications: 20-12-1967.

Further information and application forms can be had from the undersigned by sending a self addressed envelope with 25 paise stamps affixed to it.

Registrar.

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Notification No. 21

Applications are invited for the post of *Reader in Dramatics* in the College of Indian Music, Dance and Dramatics, Baroda. Grade:— Rs. 700-40-1100. Qualifications:— Essential: (1) M. Mus. or at least a high second Class B. Mus. with specialization in Dramatics or equivalent Degree of a Statutory University and/or research work published in a recognised journal in the subject or published otherwise and at least five years' professional experience OR (1) Outstanding competence assessed from a review of published research OR Professional achievement in the Dramatic/Art OR a combined teaching and professional experience of seven years. (3) Outstanding competence in Stage Acting, Production and Stage Craft, with first rate theoretical knowledge of Indian European Drama and the modern trends and theories in Dramatics. (3) Good study and long experience in teaching post-graduate and undergraduate students and producing Gujarati language plays, with dependable knowledge of Gujarati Diction, Pronunciation and intonation. *The knowledge of Gujarati Language is essential. Desirable*: (1) Experience of five to seven years in organising professional shows of high standard. (2) Ability to produce Plays in Gujarati verse and some acquaintance with regional dialects of Gujarat.

GENERAL INSTRUCTIONS

D.A. and P.F. benefit admissible as per University Rules. Candidates already in employment should apply through their present employers and send an advance copy on plain paper together with other five copies in the prescribed form. Candidates if called for interview will have to come at their own expense. Incomplete applications, those on plain papers and those received late will not be considered. Applications in the prescribed form available from the Registrar's Office, on receipt of a Crossed Postal Order of Rs. 5/- should reach the Registrar M. S. University of Baroda, Baroda-2 on or before the 26*th December*, 1967.

K. A. AMIN
AG. UNIVERSITY REGISTRAR

INDIAN SCHOOL OF INTERNATIONAL STUDIES

Sapru House Barakhamba Road. New Delhi

Applications are invited on prescribed form obtainable from the Registrar for the post of Professor of International Relations at the School in the grade Rs. 1100—50—1300—60—1600/- plus prescribed allowances.

Qualifications

Essential:

1. M.A. (a first or high second class) of an Indian University or its equivalent of a foreign University in History, Political Science, Economics or International Relations.
2. A Doctorate Degree or published work of a doctoral standard on any aspect of International Politics and Organization.
3. At least 10 years' experiecne in post-graduate teaching and/or research in the above fields.

Desirable:

1. Knowledge of one or more foreign languages.
2. Travel abroad.

N.B.

(*i*) It will be open to the School to consider names of suitable candiadates who may not have applied.

(*ii*) If no suitable candidate for the Professorship is available the School might consider the appointment of Reader in the grade Rs. 700—50—1250/- plus prescribed allowances. The qualifications for Readership are as follows:

Essential:

1. M.A. (a first or high second class) of an Indian University or its equivalent of a foreign University in History, Political Science, Economics or International Relations.
2. A Doctorate Degree or published work of doctoral standard on any aspect of International Politics and Organization.
3. At least 5 years' experience in post-graduate teaching and/or research in the above fields.

Desirable:

1. Knowledge of one or more foreign languages.
2. Travel abroad.

Relaxation of any of the qualifications prescribed may be made if a candidate is otherwise exceptionally qualified, for any of the above posts.

Applications should reach the Registrar, I.S.I.S., Sapru House Barakhamba Road, New Delhi-1 on or before 31 December, 1967.

Situations Abroad

OXFORD University invites applications for Chichele Professorship of economic history up to January 20, 1968.

MANCHESTER University invites applications for a Chair of Law up to January 20, 1968 and for lectureship in obstetrics and gynaecology up to December 31, 1967.

HULL University invites applications up to December 31, 1967, for a Chair of Classics. The post will fall vacant on October 1, 1968.

MALAYA University invites applications up to December 31, 1967 in the faculty of medicine (*a*) senior lecturers in opthalmology, otorhinolaryngology and Radiology.

(*b*) Lecturers assistant lecturers in anaesthesiology, anatomy bacteriology, biochemistry, medicine, obstetrics and gynaecology, opthalmology, orthopaedic surgery, othorhinolaryngo logy, parasitology, pathology,

Paediatrics, pharmacology, physiology, psychological medicine, radiology, social and preventive medicine and surgery. The university also invites applications for the posts of lecturer/ assistant lecturer in science method geography method and vocational guidance and counselling up to December 30, 1967. Faculty of Arts also needs two lecturers/ assistant lecturers in the department of English, three lecturers/ assistant lecturers in the department of history, three lecturers/ assistant lecturers in the department of Islamic studies and one assistant lecturer in the department of Malay studies.

Herbert Plumer Bursaries for Women Students : St. Anne's College, Oxford, offers one or more Herbert Plumer Bursaries of up to £600 p.a. each to graduate women students from Commonwealth countries for courses of study beginning in academic year 1968-69. Closing date for applications is January 31, 1968.

For further information, please write to the universities concerned or the British Information Services, New Delhi-21.

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